



Excursions and In-House Extra Activities Policy and Procedures

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National Quality Standard	Quality Area 1: Educational Program and Practice Quality Area 2: Children’s Health and Safety Quality Area 6: Collaborative Partnerships with Families and Communities
EYLF	Outcome 2: Children are Connected with and Contribute to their World

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Policy Statement

Note: This policy should be read in conjunction with the Safe Transport of Children during Excursions Policy and Procedures.

Heritage Early Childhood Centre (Heritage) understands that excursions and in-house extra activities are a valuable way to extend children's experiences and interests beyond the service by allowing them to participate in the wider community. In addition, parents/guardians gain a valuable opportunity to participate in and support the Heritage program. *'Participating in their communities strengthens children's sense of identity and wellbeing'* (EYLF, 2009).¹

['Beyond the Fence' learning and the pedagogy of outdoor learning](#) is an integral part of the Heritage educational program and intrinsic to the Heritage Philosophy. Inspired by Forest School Theory and Nature Play Theory,² Heritage believes regular outings into the local environment are essential for building each child's health and fitness, life skills, resilience, and connection with nature and community.

Heritage recognises that good planning is essential for excursions and in-house extra activities to maximise each child's developmental experiences while ensuring the health and safety of all those attending. A relaxed, enjoyable, and stress-free environment is important for the wellbeing of both the children and educators/other adults attending.

The Heritage program of excursions may include visits to The National Zoo, Botanic Gardens, Floriade, or other yearly events, as well as regular outings on local walks around the ANU campus to explore nature, cafes, ovals, sculptures, workplaces etc, or to the nearby ANU Environment Centre or National Museum. From the end of 2023, the Preschool program will include drives to local areas of interest. The Heritage program of in-house extra activities may include visits to the service and talks by community role models such as emergency services personnel, health professionals, music performers and Wiradjuri Echoes cultural sessions.

Heritage management regularly promotes awareness of the value and educational purpose of the excursions and in-house extra activities program among the Heritage community. In addition, families are asked on enrolment if their child has any medical conditions or other individual or additional needs which need to be considered when planning their inclusion.³

This policy and related procedures have been developed to ensure all excursions and in-house extra activities comply with legislative requirements and are well planned, safe, and relevant to the Heritage Philosophy and educational program. In addition, Heritage aims to ensure related procedures and practices meet or exceed the National Quality Standard.

Legislative Overview

Heritage recognises that all reasonable steps must be taken to protect enrolled children from harm and hazard likely to cause injury (National Law Section 167) and enrolled children must be adequately supervised at all times (National Law Section 165).

Heritage will ensure that policies and procedures are in place in relation to excursions (National Regulation 168) and risk assessments undertaken prior to excursions (r100 and 101). Up to date written authorisations will be obtained for excursions and regular outings from a person named in the child's enrolment record as having lawful authority to authorise taking the child outside the premises (r102).

Heritage recognises that new regulations (r102A-F) come into effect in March 2023 in relation to regular transport provided by the service "other than as part of an excursion", such as to and from the homes of enrolled children.⁴ Heritage recognises it is best practice to apply these regulations to all periods of transportation as far as practicable, including during excursions.

¹ EYLF Learning Outcome 2: Children are Connected to and Contribute to their World

² Refer to: Definitions

³ Refer to: Creating Inclusion and Equity Policy and Procedures

⁴ Refer to: Definitions



Policy Aims

This policy and associated procedures aim to ensure that:

- All related legislative requirements are understood and complied with by the Heritage service at all times.
- Procedures are in place for management, educators, students, family volunteers and all others involved in the planning and participation of excursions and in-house extra activities to ensure each experience:
 - Provides an opportunity for enrolled children to explore and experience the wider community and natural environment.
 - Is accessible, inclusive and contributes to each child's learning and development.
 - Is planned to provide for the health, safety and wellbeing of all enrolled children and all others attending at all times.
 - Is risk assessed and actively supervised.⁵

Scope

It is understood that there is a shared legal responsibility and accountability between, and a commitment by, the Management Committee, Director, educators, families, and all others attending Heritage excursions or in-house extra activities to implement this policy as a matter of priority given the potential risks to the health and wellbeing of the children of not doing so.

Definitions

Adequate Supervision: A level of supervision that ensures legislative requirements are met in relation to educator-to-child ratios at all times (National Regulations [122](#), [123](#) and [357](#)).

- All children, both as individuals and in groups, are within access and sight/hearing of an educator at all times including during toileting, rest and transition routines.
- Flexible supervision strategies must be utilised to ensure individual children's needs are met. This involves educators being conscious of the physical environment (weather, time of day, natural resources in play areas, play equipment etc), being attuned to the needs of individual children and undertaking risk assessments to determine the level of supervision required for situations.
 - Activities that involve high risk, such as **travelling on transport, walking near roads or in a carpark, or water play, require constant active and vigilant supervision.**
 - If children are participating in low-risk activities, the educator can focus their attention on engaging with children.
 - Educators must also balance potential benefits against assessed risks. Allowing a child to engage in independent exploration and appropriate risk taking provides opportunities for the child to make responsible decisions about their play and develop confidence.

Attendance Record: A record kept by the service to store details of each child attending the service including name, time of arrival and departure, signature of the person delivering and collecting the child or of the Director or an educator. (Regulation 158(1)).⁶

Forest School: A specialised learning approach, developed by early years education pioneers in outdoor learning in Scandinavia, that offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment.

Excursion: Any occasion, other than a medical emergency, when enrolled children are taken off the Heritage premises by educators, and written authorised permission is given by a parent, guardian or person named on the child's Enrolment Form as having lawful authority to authorise the child to leave the premises with an educator.

In-house Extra Activity: Any activity organised by the service whereby an outside body is employed to come into the service to run an educational activity for enrolled children.

Nature Play: When children are provided with the opportunity to engage in unstructured play activities in outdoor settings where natural elements feature, such as logs, rocks, and water, as opposed to conventional manufactured play equipment.

⁵ Refer to: Definitions

⁶ Refer to: Delivery and Collection of Children Policy and Procedures



Regular Outing: An excursion such as a walk, drive, or trip to/from a nearby location that the service visits regularly as part of its educational program and where the circumstances covered by the risk assessment are the same for each outing. Risk assessments are available on request and an authorisation from parents/guardian is required to be obtained once every 12 months. A new authorisation and risk assessment are required before 12 months only if there is a change to the circumstances of the regular outing.

Regular Transportation: Transportation provided by or arranged by the service, other than as part of an excursion, of a child being educated and cared for by the service, such as to and from the service and the child’s home, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported.

Risk Assessment: A systematic process of evaluating and mitigating the potential risks that may be involved in a proposed activity.

Risk-Benefit Assessment: A tool to support educators to balance the benefits of a proposed activity with any inherent risks identified. The approach is designed to recognise the benefits to children of challenging play experiences.

Transportation. Transportation forms part of an ECEC service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applies in scenarios where services are transporting children, or have arranged for the transportation of children, between the premises and another location, for example, a place of excursion.

Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonable, practicable steps to provide the Heritage community with a safe and healthy environment that supports the emotional and physical wellbeing of all persons who access the Heritage facilities and programs both on the premises and during off-site excursions. ([Work Health and Safety Act, 2011 \(ACT\)](#)). In addition, this policy and procedures document has been developed to comply with:

- [Education and Care Services National Law \(2010\)](#) (amended 2023)
- [Education and Care Services National Regulations \(2011\)](#) (amended 2023)
- [The National Quality Standard](#)
- [Early Years Learning Framework for Australia](#) (Version 2, 2022).
- [National Principles for Child Safe Organisations](#)
- Heritage Philosophy Statement; Work Health and Safety Policy and Procedures

Relevant Education and Care Services National Law	
S 165	Offence to inadequately supervise children
S 167	Offence relating to protection of children from harm and hazards
S 175	Offence relating to requirement to keep enrolment and other documents
Relevant Education and Care Services National Regulations	
R 4	Definitions
R78	Food and beverages must be provided
R 89	Appropriate first aid kits must be available
R 97	Emergency and evacuation procedures
R 98	Telephone or other equipment
R 99	Children leaving the education and care service premises
R 100 & R 101	Risk assessment must be conducted before excursions
R 102	Authorisations required for excursions. Note: If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period, unless the circumstances of the outing change.



R 102A	Application of New Division 7 - Transportation of children other than as part of an excursion (102A-F). Heritage recognises it is good practice to apply these regulations, as far as practicable, to transportation utilised on excursions.
R 102B R 102C	Transport risk assessment must be conducted before service transports a child
R 102D	Authorisation required for service to transport children
R 102E	Children embarking a means of transport
R 102F	Children disembarking a means of transport
R 122	Educators must be working directly with children to be included in ratios
R 123	Educator to child ratios must be maintained
R 136	First aid qualifications are required
R 158	Children's attendance record to be kept
R 161	Authorisations to be kept in the enrolment record for each child.
R 168	Education and care service must have policies and procedures including for (g) excursions, including procedures complying with regulations 100 to 102;
R 170	Reasonable steps must be taken to ensure policies and procedures are followed
R 171	Policies and procedures to be kept available
R 172	Notification of change to policies or procedure
R 175	Prescribed information to be notified to the Regulatory Authority A notification must be made if regular transportation other than an excursion starts or ceases being provided/arranged by the service (r175(2)(f) and 175(2)(g)).
R 176	Time to notify certain information to Regulatory Authority
R 177	Prescribed enrolment and other documents to be kept. A record of children embarking and disembarking a means of transport at the education and care service premises as set out in r102E(4)(c) and r102F(4)(d).
R 183	Records to be stored
Relevant National Quality Standards	
QA 1	Standard 1.1. Program. Element 1.1.1. Approved Learning Framework.
QA 2	Standard 2.1. Health. Each child's health and physical activity is supported and promoted. Element 2.1.2. Health practices and procedures. Effective illness and injury management and hygiene practices are promoted and implemented. Standard 2.2. Safety. Each child is protected. Element 2.2.1. Supervision. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. Element 2.2.2. Incident and emergency management. Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Element 2.2.3. Child protection. Management, educators, and staff are aware of their roles and responsibilities.
QA 6	Standard 6.2. Collaborative Partnerships. Collaborative partnerships enhance children's inclusion, learning and wellbeing. Element 6.2.3 Community Engagement. The service builds relationships and engages with its community.
QA 7	Standard 7.1. Governance. Element 7.1.2 Management Systems: Systems are in place to manage risk and enable the effective management and operation of a quality service.
Early Years Learning Framework	
Outcome 2	Children are connected with and contribute to their world.



Summary of Key Roles and Responsibilities

Role	Responsible for ensuring:
Management Committee	<ul style="list-style-type: none"> • This policy is available, up to date, easily accessible at all times, and available for inspection by the ACT Regulatory Authority. • There is a process in place to ensure all service policies and procedures are regularly updated in consultation with educators and families, and reflect legislative requirements, government guidelines and ECEC best practice recommendations.⁷ • This policy clearly defines the roles and responsibilities of the Director, educators, families, students, and volunteers. • Reasonable steps are taken to ensure this policy and procedures are followed. • Families are notified 14 days before making significant changes to this policy or procedures.
Director/ Nominated Supervisor	<ul style="list-style-type: none"> • This policy document is available, up to date, easily accessible at all times, and available for inspection by the ACT Regulatory Authority. • Reasonable steps are taken to ensure that educators, other staff, and volunteers implement this policy and procedures. • This policy and procedures are part of educator and staff induction training, and regularly reviewed at team meetings. • A responsible person is appointed to co-ordinate an excursion. • Current Government advice and any restrictions are considered and how they may impact the excursion planning. • All parents/guardians have completed and signed their child’s enrolment form, including details of authorised persons. • No child participates on an excursion unless prior written authorisation has been provided by a parent/guardian/authorised person (r102). • No child is allowed on transport unless written authorisation has been given by a parent/guardian/authorised person. • A parent/guardian/authorised person has provided written authorisation within 12 months for the service to take their child on regular outings. • A parent/guardian/authorised person of a preschool child has provided written authorisation within 12 months for their child to attend regular outings utilising transport, including the Heritage minibus. • A new risk assessment is completed, and new authorisation sought when circumstances change for regular outings. • The number of children attending the excursion does not exceed the number for which service approval has been granted for the day. • Educator-to-child ratios are maintained at all times and only educators who are working directly with children are included in the ratios. • Children are adequately supervised at all times. • Every reasonable precaution is taken to protect children from any hazard likely to cause injury. • Educators undertake a Defensive Driver Course before being permitted to drive a minibus transporting enrolled children. • A checklist for implementing safe transportation procedures and on/off checks during excursions is available for educators.⁸ • A risk assessment is carried out for excursions in accordance with r101 prior to authorisation being sought from parents/guardians (r100). • The total number of children that can safely participate in the excursion is assessed, including whether siblings are allowed to attend and whether there will be a charge for them. • The number of volunteers and relief staff required for an excursion is assessed during the risk assessment by considering the attendance of

⁷ Refer to: Policy Development and Review Policy and Procedures

⁸ Refer to: Checklist in Appendix of Safe Transportation of Children during Excursions Policy and Procedures



children with additional needs, the need to cross major roads or use transport, the proximity to water, bushland or crowds etc.

- An excursion is cancelled if for any reason the required adult-to-child ratio cannot be met on the day.
- The facilities on the route and at the proposed excursion destination are adequate for the needs of the children attending including availability of toilets, access to drinking water, shade, areas for rest and lunch etc.
- The impact of any disruption to the normal routine of the rest of the service during an excursion is assessed and any changes to the usual working arrangements for staff are managed effectively.
- When planning an in-house extra activity, e.g., from a wildlife expert, a risk assessment is undertaken even if the activity is run by an external provider with their own risk management plans in place.
- Excursions/in-house extra activities are based on the educational program and meet the needs/interests of enrolled children and families.
- There is a clear purpose and educational value to each excursion/in-house extra activity, and this is communicated to parents/guardians.
- The financial ability of families is considered before deciding on an excursion/in-house extra activity that would require an additional charge.
- Any costs associated with excursions/in-house extra activities are approved with the Management Committee ahead of the event.
- An Excursion Authorisation Form is provided to parents/guardians at least **7 days** in advance of an excursion other than a regular outing and includes all requirements under r102.
- Completed authorisation forms and excursion fees, if required, for each child participating in the excursion are collected prior to the excursion.
- The transport and venue is booked as required.
- Excursions/in-house extra activities are inclusive of all children regardless of their background, abilities, additional needs, or medical conditions.
- Strategies are in place to provide an accurate attendance record for children and adults attending an excursion and for children remaining at the service while the excursion is happening (r158).
- Records are kept of children embarking and disembarking transport utilised for an excursion/regular outing to ensure all children are accounted for and no child is left behind on a vehicle (r102E/F).
- Where a child has a diagnosed medical condition, their Medical Condition Management Plan and medication is taken on any excursion they attend.
- An accurate list is kept of all adults including parents/guardians, students, and volunteers, attending an excursion with contact details for each individual and a copy is taken on the excursion.
- A suitable portable first aid kit is maintained and taken on excursions.⁹
- All qualified, permanent educators have up to date first aid qualifications including emergency asthma and anaphylaxis training, and water rescue (drowning and CPR).
- Sunscreen is taken on excursions as required and application procedures followed.
- All educators take their own mobile phones to contact each other, parents/ guardians, emergency services and the Main Office in the event of an accident, injury, trauma or illness (r98).
- Parents/guardians, students and volunteers and all adults participating in excursions are informed of supervision and safety procedures and, as far as practicable, not left with sole supervision of individual children or groups of children, unless they are the child/ren's parent.
- Parents are notified immediately of any change to the proposed excursion such as a delay returning to Heritage.
- A notice is displayed at the service, indicating when children are attending an excursion, and including the location and expected return time.

⁹ Refer to: First Aid Policy for Injuries, Trauma and Illness



<p>Room Leader/ Excursion Co-ordinator</p>	<ul style="list-style-type: none"> • They are familiar with and comply with the procedures in this policy while participating in an excursion/in-house extra activity. • A program of excursions and in-house extra activities is developed that reflects the educational program, the EYLF and the individual developmental needs, interests and differences of each child. • Proposed excursions/in-house extra activities are inclusive of all children regardless of their abilities, additional needs, or medical conditions. • Any requests for an excursion other than for a regular outing are submitted in writing at least 14 days in advance of the event to the Director detailing all relevant information. • The facilities on the route and at the proposed excursion destination are adequate for the needs of the children attending including availability of toilets, access to drinking water, shade, areas for rest and lunch etc. • An Excursion Authorisation Form is provided to parents/guardians at least 7 days in advance of an excursion other than a regular outing. It clearly communicates all relevant information including the purpose and educational value of the excursion and any special requirements. • Children only participate where an up-to-date authorisation form has been signed and dated by the parents/ guardians/authorised person. • Risks are checked prior to the excursion, including weather, to assess if any changes and whether the excursion/in-house activity can proceed. • All risk mitigation strategies are followed on the excursion/in-house activity as set out in the risk assessment. • Legally required educator-to-child ratios are maintained at all times. • The list of children participating in the excursion is cross-referenced with the QikKids attendance system to ensure an accurate record of those children attending the excursion and those remaining at the service. • An accurate printed list of all children and adults participating in the excursion, with contact details for each individual, is left at Heritage with office staff, and another copy is taken on the excursion. • All children are signed out of Heritage QikKids system at the beginning of the excursion and signed back in again when they return. • Records are kept of children embarking and disembarking transport utilised for an excursion/regular outing to ensure all children are accounted for and no child is left behind in a vehicle (r102E/F).¹⁰ • Where a child has a diagnosed medical condition, their Management Plan and medication is taken on any excursion/regular outing they attend. • The aims, objectives and safety rules for the excursion/incursion are discussed with the children prior to the event. • All educators and volunteers receive a written outline of the excursion on the day to carry at all times. This may include the aims, objectives, agenda and safety rules, what to do in an emergency (r97), a list of children and educators attending, and the mobile number of the co-ordinator etc. • All educators take their own mobile phones to enable contact with parents/guardians, emergency services and the Heritage Main Office in the event of an accident, injury, trauma or illness. • Educators have the mobile contact number of all other educators attending an excursion. • Children are adequately supervised¹¹ at all times according to their individual and additional needs and the circumstances. • All children are identifiable at all times during the excursion such as by wearing Heritage hats, t-shirts or wrist bands. Note: It is not recommended that children wear name tags as this identifies the children to strangers. • All parents/guardians, students and volunteers participating in excursions are under the immediate supervision of a qualified staff
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¹⁰ Refer to: Safe Transportation of Children on Excursions Policy and Procedures

¹¹ Refer to: Definitions



	<p>member and not left with sole supervision of individual or groups of children unless they are the child/rens' parent/guardian.</p> <ul style="list-style-type: none"> • A first aid kit, nappy change kit and sunscreen is taken as required.
<p>Educators</p>	<ul style="list-style-type: none"> • The procedures in this policy and all other related service policies are followed while participating in an excursion or in-house extra activity, including the Heritage Code of Conduct/Ethics. • The excursion information is read, and additional information is requested if required. • The aims and safety rules for the excursion are discussed with children ahead of time. • The risk mitigation strategies are followed as set out in the risk assessment for the excursion/in-house extra activity. • All children are adequately supervised and active vigilant supervision is employed on transport, near water or roads and other high risk activities. • All children are accounted for before departure and return, and regular roll calls and head counts are undertaken during an excursion. • They position themselves to ensure maximum visibility and actively supervise children according to their individual and additional needs and the circumstances. • When an excursion or regular outing utilises transport, they ensure: <ul style="list-style-type: none"> ○ Children are vigilantly supervised while escorted on/off the vehicle. ○ Children follow the safety rules and driver's instructions. ○ Children are seated correctly. • Head counts are taken of children getting on/off the transport by two educators. • One educator is first on/off the transport and no child is left behind. • Records of children embarking/disembarking are made immediately and include the time, date, name, signature of the person responsible for: <ul style="list-style-type: none"> ○ Accounting for the children during embarking/disembarking. ○ Conducting the vehicle check after children have disembarked and ensuring no child is left behind. • Parents of siblings on the excursion not enrolled at Heritage are informed that they are responsible for supervising them at all times. • Children are given the opportunity to use toilet facilities or have their nappy changed prior to the start of the excursion. • Children have access to drinking water, shade, areas for rest and lunch as needed. • Two educators (where practicable) with a phone will accompany small groups of children to the toilet as required during excursions. All other children will remain with educators in an agreed area until the small group returns. • Family volunteers are not left alone with a child/ren to carry out toileting/nappy changing procedures unless they are the child's parent/ guardian. • Educators understand their role as Mandated Reporters under child protection law. • Mobile phones are taken on excursions and regular outings.
<p>Families</p>	<ul style="list-style-type: none"> • They are familiar with the Family Handbook and policies and procedures including the Heritage Code of Conduct/Ethics available in the Members Section of the service website and in Policy Folders in the main foyer. • They complete, sign and date their child's Enrolment Form, including details of persons authorised to authorise an educator to take their child off the Heritage premises. • All authorisations are signed for their child to attend an excursion/regular outing and/or for their child to be transported by the service. • All items required for their child for the excursion/incursion are provided, e.g., snack, packed lunch, additional clothing, etc. • All costs associated with excursions are covered.



Regular Volunteers and Students	<ul style="list-style-type: none"> • When participating in an excursion as a volunteer, they: <ul style="list-style-type: none"> ○ Read the excursion information and ask for additional information if required. ○ Ensure they remain under the immediate supervision of a qualified educator and follow all instructions. ○ They do not solely supervise a child/ren or undertake toileting or nappy changing unless they are the child/rens’ parent/guardian. ○ Immediately inform an educator if a child appears to suffer an accident, injury, trauma, illness or appears to be missing. ○ Supervise and care for siblings and non-enrolled children in their care that are attending the excursion/in-house extra activity.
Regular Volunteers and Students	<ul style="list-style-type: none"> • They are familiar with the Relief Educator Handbook and service policies and procedures available in the Members Section of the service website and in Policy Folders in the main foyer. • If regular volunteers, they sign the Relief Educator Handbook and provide a Working with Vulnerable People Check.¹² • They read the excursion information provided by the excursion co-ordinator and ask for additional information if required. • Understand they will be under the immediate supervision of a permanent educator at all times on excursions and must follow instructions. • They must not solely supervise a child/group of children, unless they are the child/ren’s parent/guardian. • Informing an educator if a child appears to suffer an accident, injury, trauma, illness or appears to be missing.

Strategies and Procedures

Educational Program

The Director/Nominated Supervisor or educator co-ordinating the excursion/in-house extra activity must:

- Assess how the event will enhance the children’s learning and current interests and how it reflects the philosophy and educational program at Heritage, based on the EYLF (2009).
- Ensure the excursion/in-house extra activity is age appropriate and tailored to suit the individual needs and abilities of each child.¹³
- Document this information on the Educator Request for an Excursion and Parent/Guardian Excursion Permission Form as required (see: Attachments).

Fees

- The Director or co-ordinating educator of an excursion/in-house extra activity must determine any event costs, taking into account the financial ability of families.
- Events that are planned ahead of time must, where possible, be included as an expenditure item in the service budget and, as a result, not incur additional charges.
- Where an excursion/in-house extra activity incurs an additional cost, the cost must be made clear ahead of time and added to the child’s account.
- Cash may be requested in some cases.
- Where a child is not able to attend on the day, no refund will be given, unless at the discretion of the Director.¹⁴
- Excursion costs must be documented on the Request for an Excursion Form and Parent/Guardian Excursion Permission Form as required.

¹² Refer to: Students and Volunteers Policy and Procedures

¹³ Refer to: Curriculum and Program Planning Policy and Procedures; Creating Inclusion & Equity Policy and Procedures

¹⁴ Refer to: Fees and Bookings Policy and Procedures



Risk Management

Excursions

- A risk assessment for excursions must be undertaken before authorisation is sought for from parents/guardians (r100).
- The risk assessment for an excursion must be documented and based on the Heritage Excursion Risk Mitigation Plan Template (Attachment 7).
- The Director or co-ordinating educator must undertake the risk assessment.¹⁵
- Risk assessments must take into consideration all aspects of the event as set out in [r101](#), how they may affect children's health, safety or wellbeing and how the risk will be managed or minimised. Specifically, the:
 - Proposed route and destination for the excursion.
 - Any water hazards.
 - Any risks associated with water-based activities.
 - The method of transport to and from the proposed destination, including the:
 - Means of transport and any requirements for seatbelts or safety restraints.
 - Process for entering and exiting the education and care service premises and the pick-up location or destination; and
 - Procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.
 - Number of adults and children involved in the excursion.
 - Given the risks posed, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required to ensure children's safety.
 - Proposed activities.
 - Proposed duration of the excursion.
 - Items that should be taken on the excursion.
 - Access for emergency services.
 - Availability of toilets, hand washing and shade.
 - Adequate mobile phone coverage.
 - Strategies for accounting for all children on the excursion, particularly during transition times, such as ensuring all children have been transported to the destination and have been returned to the service at the conclusion of the excursion.

Potential Risks

- Potential risks identified on excursions may include:
 - Vehicle Breakdown or accident
 - Limited access to toilets, rest areas, appropriate food, and water
 - Over exposure to the weather/change in weather conditions
 - Child/staff illness/accident/injury/accident crossing road
 - Drowning
 - Lost child/child left on transport
 - Child abuse/neglect
 - Varying Ages and Skill Levels

In-house Extra Activities

- If planning an incursion such as a visit from a wildlife expert, a risk assessment must be undertaken to identify and manage the risks even if the activity is run by an external provider with their own risk management plans in place.

Risk-Benefit Assessments (RBAs) for Regular Outings

- RBAs are embedded in outdoor learning programmes such as Forest School and Nature Play,¹⁶ and are utilised in the outdoor educational program at Heritage.
- The RBA strategy is based on research on risky play, wellbeing, and outdoor education in early childhood by [Ellen, Beate, Hansen and Sandseter](#).
- The Director or educator co-ordinating the regular outings must undertake the RBAs.

¹⁵ Refer to: Definitions

¹⁶ Refer to: Definitions



- The Regular Outing RBAs must take into account the inherent risks in regular local outdoor walks and drives to local areas of interest, and balance this with the need to allow children the benefits of exploring risks.
- Aspects covered by the RBAs must include travel, being around water, bush areas, loose parts, tree climbing, public places/people, fire, and environmental factors.
- The benefits may include gaining confidence/strength through challenging play, connecting with nature and learning to make sound supported judgements about risk.
- The RBAs do not need to be updated unless the circumstances of a regular outing change.

Refer also to: RBA for Regular Heritage Minibus Outings in Safe Transportation on Excursions Policy and Procedures.

Authorisations

Excursions

- The Director/Nominated Supervisor or co-ordinating educator must ensure that all enrolled children attending an excursion have written authorisation from their parent/guardian/authorised person named in the child's enrolment record as having lawful authority to authorise the taking of the child outside the premises.
- The excursion information and authorisations form (Attachments 5 and 6) must be given to families at least **7 days** prior to the event.
- Authorisations for excursions must include all information as required under [r102](#), for the purpose of ensuring parents/guardians/authorised persons are able to give informed consent, including:
 - The child's name.
 - The date the child is to be taken on the excursion, description, duration, and destination of proposed excursion.
 - If the excursion involves transporting children the means of transport and any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported.
 - The reason for the excursion, and proposed activities to be conducted on the excursion.
 - The anticipated numbers of children attending and the adult:child ratio including the number of educators, staff and other adults attending.
 - A statement that a risk assessment has been prepared and is available at the service for parents to view.

Regular Outings

- When the excursion is a regular nature walk or drive to local site of interest, the authorisation is required to be obtained **once in a 12-month period** (r102). (Attachments 1 and 2)
- The authorisation must be updated annually on re-enrolment at the beginning of each year or whenever the risks or circumstances of the outing change.

Safety Strategies and Procedures for Excursions and Regular Outings

- The Work Health and Safety Policy and Procedures applies on all excursions/in-house extra activities to ensure the health and safety of employees, family volunteers and children at all times.
- Strategies and procedures employed by educators to mitigate risks identified during the risk assessment process include, but are not limited to those, outlined over-page.



Safety Area	Procedures and Risk Minimisation Strategies for Excursions and Regular Outings
<p>Scheduling Outdoor Activities</p>	<p><u>Warmer Months – summer/daylight saving</u></p> <ul style="list-style-type: none"> Sunscreen is utilised at all times. Extra UV/sun protection strategies are utilised between 11am & 3pm and included in the risk assessment, including setting up base camp mats and playing in the shade. When possible, outdoor activity is scheduled outside these times. <p><u>Between May and August</u></p> <ul style="list-style-type: none"> Outdoor activity can take place at any time. UV/sun protection including sunscreen utilised if UV levels are 3 and above. (Sun-smart UV indicator, available on website). <p><u>June and July (Winter Months)</u></p> <ul style="list-style-type: none"> UV index is below 3 all day. UV/sun protection including sunscreen not generally utilised to allow children the sun exposure they need to maintain adequate Vitamin D levels. UV/sun protection may be utilised if spending extended time outdoors.¹⁷
<p>Managing Children’s Individual and Additional Needs</p>	<ul style="list-style-type: none"> The Director/excursion co-ordinator must ensure the event is planned to take into account the individual/additional needs of children including: <ul style="list-style-type: none"> The proposed location and duration of the excursion. The planned activities and assessing their impact on children with varying backgrounds, experiences, age ranges, abilities, skill levels, and medical conditions etc. Where it is identified that certain children will be impacted, arrangements must be made for their inclusion as far as practicable as outlined below. Where a child has an individual need that requires them to remain at the service, such as infants that require a morning sleep or breast or formula feed, qualified educators will remain at the service to meet their need. <p><u>Varying Ages and Skills</u></p> <ul style="list-style-type: none"> There will be age-appropriate activities planned and available on the excursion that will cater to all ages and skill levels. Qualified and experienced educators with the ability to cater to varying ages and skills will be present. <p><u>Additional Needs</u></p> <ul style="list-style-type: none"> When children with additional needs are attending, there must be sufficient qualified and experienced educators over the minimum educator-to-child requirement to ensure the safety and wellbeing of the individual and the group as a whole. Venues will be assessed for suitability, e.g., ramp access if required.¹⁸ <p><u>Diagnosed Medical Conditions</u></p> <ul style="list-style-type: none"> When there are children attending at risk of asthma, allergy, or anaphylaxis or with known medical conditions such as diabetes or epilepsy, supervision must be increased. All educators must be on alert for symptoms of their condition.

¹⁷ Refer to: UV/Sun Protection Policy and Procedures

¹⁸ Refer to: Creating Inclusion and Equity Policy and Procedures



	<ul style="list-style-type: none"> • For staff and children with long term medical conditions, their Management Plan must up to date and available to be taken on excursions.¹⁹ • Educators will take their mobile phones and only use them to contact each other, the service, or emergency services if required. • Staff and children’s emergency medications, eg EpiPen, Anapen or Ventolin must be taken on excursions. • If children or staff are taking intermittent medication, it must be taken and stored appropriately as per the Medication Policy. • Parents/guardians must hand any intermittent medications directly to an educator for safe storage at the beginning of the day. • The procedures for safely and hygienically storing and administering medications must be followed as set out in the Medication Policy. • The Medication Form must be taken and completed as required. • An Esky/cooler bag must be used for medications which need to be stored in a fridge. • Adrenaline auto-injection devices and other medications must be stored in an insulated bag.²⁰
<p>Safety of Route and Facilities</p>	<ul style="list-style-type: none"> • The Director or excursion co-ordinator must establish the safety of the route and available facilities on the excursion to ensure availability of: <ul style="list-style-type: none"> ○ Suitable toilets for toilet breaks, and handwashing (see section below) ○ Drinking water, shade, and suitable areas to stop for a rest and lunch. ○ Safe ways to cross busy roads etc. • A visit to the proposed destination prior to the day may be required. • Information about the route and availability of facilities must be documented on the Request for an Excursion Form; Risk Mitigation Plan and Parent/Guardian Excursion Permission Form (see Attachments). • Educators are required to talk regularly to children about safety as part of the educational program and throughout the excursion. • Educators must check the safety of the facilities including any buildings, outdoor areas/grounds, and equipment throughout the excursion.
<p>Hygiene, Toileting and Nappy Changing</p>	<ul style="list-style-type: none"> • Educators and family volunteers must follow the Hygiene and Infection Control Policy and Procedures as far as practicable on excursions. • The risk assessment prior to an excursion must check the availability and suitability of toileting facilities. • Educators must ensure children are given the opportunity to use toilet facilities or have their nappy changed prior to the start of the excursion. • Educators must ensure family volunteers understand that they must inform an educator who will carry out toileting or nappy changes unless they are the child’s parent or guardian.²¹ • Educators with mobile phones must accompany groups of children to the toilets and undertake nappy changing as required. • Where water is not available, antiseptic wipes or alcohol-based hand rub must be used in place of hand washing. • Wet wipes, tissues, spare clothing, and a towel must be taken on excursions. • Nappy changing equipment must be taken, i.e., portable change mat, vinegar and water in a spray bottle for cleaning change mat, and gloves to meet nappy changing requirements.

¹⁹ Refer to: Medical Conditions Policy and Procedures

²⁰ Refer to: Medication Policy and Procedures

²¹ Refer to: Child Protection Policy and Procedures



<p>Availability of Suitable Food and Water</p>	<ul style="list-style-type: none"> • Children must have access to safe drinking water at all times and be regularly offered food and beverages appropriate to their needs (r78). • The Food Safety Policy must be followed as far as practicable. <p><u>Bottles of EBM or Formula</u></p> <ul style="list-style-type: none"> • Bottles of EBM or formula will not be taken on excursions/regular outings. • Babies requiring a breast or bottle feed will stay at the service with qualified educators if the excursion/regular outing is deemed to be too long for educators to be able to meet their individual feeding plan. <p><u>Food</u></p> <ul style="list-style-type: none"> • Sufficient food must be taken and stored safely on each excursion so that children are able to eat at least every 2 hours. • Where lunch is required, families will be asked to bring simple, low risk foods such as hot food in a thermos, cold lunch of sandwiches with jam/Vegemite, crackers, muffins, UHT dairy products, whole fruits that are not cut up etc). • Lunches must be transported in an Esky/cooler bag with an ice brick and preferably eaten within 2 hours, and no more than 4 hours after packing. • Transport time must be minimised between packing and serving. • Food cannot be placed back in the fridge after 2 hours. • Hand wipes or sanitiser gel must be packed if there will be no access to water to wash hands.²² • Children must be supervised when eating and foods identified as choking hazards must be removed. • Any special requirements must be documented on the Parent/Guardian Information and Excursion Permission Forms (Attachments 5 and 6). <p><u>Water</u></p> <ul style="list-style-type: none"> • Safe drinking water must be available to children at all times (r78). • Educators understand very young children playing outdoors in hot weather are at particular risk of dehydration which can be dangerous. • Educators must take children’s individual water bottles and store them safely on excursions in an Esky. • Children must be encouraged to drink water before, during and after any physical activity.²³
<p>Transport</p>	<p>Refer also to: Safe Transport of Children during Excursions Policy and Procedures.</p> <p>The forms of transport that may be used by Heritage for excursions include:</p> <ul style="list-style-type: none"> • Heritage Minibus (from the end of 2023). • Public Transport (bus, train, tram). • Contracted bus (with seatbelts) • Borrowed Cubby on Campus bus (with seatbelts) • Personal Vehicle <p><u>Safety Procedures</u></p> <ul style="list-style-type: none"> • All enrolled children travelling on transport while in the care of Heritage must have the consent of a parent/guardian/authorised person.²⁴

²² References and Further Reading, Taking Food on Excursions

²³ Refer to: Nutrition and Oral Hygiene Policy and Procedures; Physical Activity Policy and Procedures

²⁴ Refer to: Section on Authorisations



- Where public transport is taken to/from the event, the event co-ordinator will research the timetables to avoid unnecessary waiting times.
- The Heritage minibus and all personal or hired vehicles used by Heritage to transport educators, family volunteers or children must be:
 - Roadworthy
 - Correctly registered for the number of passengers
 - Third party insured
 - Fitted with seatbelts
 - Fitted with child restraints where appropriate that conform to [current ACT laws](#), and the child's weight and size.
 - Driven by a person with an appropriate drivers' licence for the class of vehicle being used and in accordance with the Australian road rules.
- Educators must undertake a Defensive Driver Course before being permitted to drive the Heritage minibus transporting enrolled children.
- Educators must position themselves to ensure maximum visibility and actively supervise children when using transport to ensure:
 - All children are accounted for before departure and return.
 - Children follow the safety rules and driver's instructions.
 - Children are seated correctly.
 - No child is left in any vehicle without direct adult supervision.
 - Children are vigilantly supervised when escorted on and off the vehicle.
 - Head counts are taken on and off the transport by two educators.
 - One educator is first on and off transport to ensure no child is left behind.
 - Records of children embarking and disembarking include the time, date, full name, and signature of the person responsible for:
 - Accounting for the children embarking/disembarking the vehicle.
 - Conducting the vehicle check after children have disembarked.
- Information on transport and safety restraints must be documented on the Excursion Request Form, Risk Mitigation Plan and Permission Form.

Procedures in the event that a contracted bus breaks down

Educators will:

- Use a mobile phone to inform the Main Office.
- Office staff must liaise with the contracted bus company to arrange a replacement bus.
- If there is a delay in children returning to Heritage, parents will be informed via telephone by office staff.
- All children and educators must remain on the bus until the replacement bus arrives unless staying on the bus creates a risk, in which case children will be directed to a safe area.

Heritage Minibus

- Office staff will liaise with the NRMA to attend to the minibus.
- Parents may be given the opportunity to pick up their children.
- All children and educators will remain on the minibus if safe to do so or move to a safe area.

Procedures in the event of a vehicle accident

Educators will:

- Remain calm.
- Direct the children away from the vehicle.
- Calm and comfort children.



	<ul style="list-style-type: none"> • Call Emergency Services and Police if required. • If children or adults are injured, follow First Aid Procedures.²⁵ • Contact the Heritage Main Office to alert them to accident. • Office staff will contact parents/guardians. • Educators complete a comprehensive report on returning to the service.²⁶ • The Director will inform CECA as required (r176).
<p>Clothing, Footwear and UV/Sun Protection</p>	<ul style="list-style-type: none"> • The Director/excursion coordinator must advise parents/guardians that children are required to follow the Clothing and Footwear Policy and the UV/Sun Protection Policy on excursions and regular outings. • Educators must undertake ongoing discussions and activities about suitable warm and cold weather clothing and strategies with children. • Specific clothing, footwear and UV/sun protection requirements must be included on the Excursion Information and Permission Forms (Attachments 5 and 6). <p><u>Clothing</u></p> <ul style="list-style-type: none"> • All children/educators must be appropriately dressed for the time of year. • A jumper must be taken for each child where the weather may turn cool and carried in each child’s backpack. • Waterproof clothing must be provided in wet weather. <ul style="list-style-type: none"> ○ Heritage will provide wet weather pants and a lightweight raincoat. ○ Families will be asked to bring a warm rainproof coat during winter. • In the cooler months, educators will discuss the need to stay warm and dry and ensure children have breaks inside to reduce cold exposure. • Children may be required to bring a change of clothing. If this requirement is not met, the child may not be allowed to take part in the excursion at the discretion of the educator co-ordinating the excursion. • Hats may be replaced with beanies in June and July. <p><u>Footwear</u></p> <ul style="list-style-type: none"> • Children must wear appropriate footwear considering the weather and activity of the excursion. • Capes and thongs are not allowed. • Gumboots/Wellingtons may be allowed in wet weather.²⁷ <p><u>UV/Sun Protection</u></p> <ul style="list-style-type: none"> • All UV/sun protection measures in the UV/Sun Protection Policy, including recommended outdoor times (see: Scheduling Outdoor Activities), shade, hat, clothing, and sunscreen requirements, must be adhered to when planning excursions and on the risk assessment. • Parents/guardians must be informed of UV/sun protection requirements, e.g., long-sleeved shirt and hat, on the Excursion Permission Form. • Family volunteers on excursions must be informed that they must also abide by the UV/Sun Protection Policy and Procedures. • Educators must remind children on outdoor excursions when UV levels are high (above 3) and encourage them into shaded areas. (SunSmart UV Alert available on the Heritage website). • Basecamp mats on regular outings must be set up in the shade in the warmer months. • Sun-smart appropriate clothing must be worn or carried in children’s backpacks such as sun-safe long-sleeved shirts.

²⁵ Refer to: First Aid Policy and Procedures

²⁶ Refer to: Emergency and Evacuation Policy and Procedures

²⁷ Refer to: Clothing and Footwear Policy and Procedures



	<ul style="list-style-type: none"> • All children must wear SunSmart hats and sunscreen, except in the months of June and July, when the UV index is below 3 all day, every day. <ul style="list-style-type: none"> ◦ Sun protection may still be necessary if spending extended time outdoors during the excursion. • Sunscreen must be taken on excursions as required during the warmer months, applied on arrival, and then reapplied every 2-3 hours. • Educators and children may bring and wear sunglasses. • Educators must ensure ongoing discussions/activities with children about UV/Sun Protection.
<p>Extreme Changes in Weather Conditions</p>	<p>In the event of extreme changes in weather conditions:</p> <ul style="list-style-type: none"> • Educators will instruct children to move indoors where possible if unsafe to remain outside or move to the safest area identified. • If conditions permit, and a bus is available, children will be transported back to Heritage. • Parents/guardians will be informed via phone of the circumstances.
<p>Staffing Arrangements and Supervision</p>	<p><u>Educator/Adult-to-Child Ratios</u></p> <ul style="list-style-type: none"> • The risk assessment must determine whether minimum legislated educator-to-child ratios (r123 and r157) are sufficient to provide adequate supervision²⁸ during an excursion or if the ratio needs to be raised. • The destination, route and transport, planned activities, meal and toilet breaks required, and children’s individual and additional needs will be taken into account when determining the ratio. • Educators must employ active supervision strategies²⁹ throughout the excursion and maintain the minimum educator/adult-to-child ratio at all times as determined by the risk assessment. • Adult family volunteers must be invited as required to ensure adequate supervision. If there are not enough family volunteers available, the Director must organise relief staff to be employed. • The excursion will be cancelled if the appropriate supervision requirements as identified in the risk assessment cannot be met. • When an incident occurs on an excursion that affects the educator-to-child ratios, educators must act to maintain adequate supervision. • For example, if a child requires an ambulance, an educator will accompany the child to the hospital and the remaining educators must adjust their strategy for supervising the rest of the children. <p><u>Crossing Major Roads</u></p> <ul style="list-style-type: none"> • When the excursion involves the use of transport or crossing major roads, the educator/adult-to-child ratio will be increased during the risk assessment process as required to ensure active supervision of each child. • Major roads are defined as: “streets coloured yellow in the UBD street directory and have streetlights or other major traffic calming devices”. • Educators must ensure there are ongoing road safety conversations and activities as part of the educational program and prior to the excursion. • Educators will instruct children on the rules for crossing roads/carparks: <ul style="list-style-type: none"> • Walk, Stand tall, Look up, Check for on-coming traffic • Educators will use their discretion on whether to instruct the children to walk in pairs or hold hands to cross the road.

²⁸ Refer to: Definitions

²⁹ Refer to: Definitions



	<p><u>Supervision Near a Body of Water</u></p> <ul style="list-style-type: none"> • While increased educator-to-child ratios for excursions near water are not specified in the National Regulations, there is a requirement to adequately supervise children at all times (National Law Section 165). • Additional educators must be included in the excursion to ensure adequate supervision. • Being around water is a high-risk activity and adequate supervision mean constant vigilant supervision.³⁰ • The relative risk of drowning for children 0–4 years of age is 6 times that of children aged 5–14 years of age (Kidsafe 2010). • Educators and adult family volunteers on the excursion will be positioned in close proximity to the children and at a safe rescue distance at all times, including in and near the water as required. • They will provide clear communication, and not leave their position unless replaced by another competent adult. • Educators qualified in first aid (which includes water rescue (HLTAID004 AND HLTAID001), must accompany the excursion and be immediately available to assist the children. • Educators must have ongoing water safety discussions/activities with children as part of the educational program. <p><u>Walking Safely as a Group</u></p> <ul style="list-style-type: none"> • Safety discussions must be held with children before, during and on return from walks so children know clearly what is expected of them. • When children are walking independently within the group, educators must position themselves strategically throughout the group. • Educators must assess risk and use discretion when deciding whether to direct children to hold hands or walk in pairs, such as for crossing roads. <p><u>Taking Children to the Toilets</u></p> <ul style="list-style-type: none"> • When the group is separated to allow a small group of children to go to the toilet, as far as practicable educators will accompany the small group, and ensure a phone is taken. • All other children will remain with educators in an agreed area until the small group returns.
<p>Attendance Procedures</p>	<ul style="list-style-type: none"> • A printed list of all children participating in the excursion must be cross-referenced with the QikKids attendance system and taken on excursions. • An accurate list of educators, students and volunteers attending the excursion must be taken including contact details for each individual. • All participating children’s and staff members’ emergency contact details must be up to date and taken on excursions.³¹ • All children must be signed out of Heritage at the beginning of the excursion and signed back in again when they return. • All children must be identifiable at all times during the excursion (e.g., by wearing Heritage t-shirts, hats, wristbands. Note: it is not recommended that children wear name tags as this identifies the children to strangers. • All children will be accounted for at various times throughout the excursion to minimise the risk of a child getting lost. • Educators must actively supervise children at all times on excursions, including vigilant supervision near roads and water and on transport.³²

³⁰ Refer to: Supervision Policy and Procedures; Water Safety Policy and Procedures

³¹ Refer to: Risk Mitigation Plan - Attachment 7)

³² Refer to: Definitions



	<ul style="list-style-type: none"> • Parents/guardians of siblings attending who are not enrolled at Heritage must be informed they are responsible for supervising them at all times. • Educators must be aware of the number of children on the excursion and assist with taking regular roll calls against the list of those participating. • One educator is first on/off transport to ensure no child is left behind.³³ • Records of children embarking and disembarking transport must be made including the time/date/full name/signature of educator and: <ul style="list-style-type: none"> ○ Account for the children embarking/disembarking the vehicle. ○ Conduct the vehicle check after children have disembarked. • Discussions must be held on arrival and throughout the excursion to discuss the rules around staying safe and not getting lost such as: <ul style="list-style-type: none"> ○ Stay with the group and in designated areas, always be able to see an educator. ○ If become separated from the group, stay where they are, call an educator's name and wait for help. • Educators accompany groups of children to the toilets on excursions (see Staffing Arrangements and Supervision). • Educators take their mobile phones to communicate with each other, the Main Office and the emergency services at all times.
<p>Missing Child Procedure</p>	<p>If a child is thought to be missing, the following procedure will be followed:</p> <ul style="list-style-type: none"> • Educators must immediately alert the excursion co-ordinator who must double check roll to determine which child is missing. • Once confirmed, the co-ordinating educator must immediately phone and alert the Heritage Office, the police, and the child's parents/guardians (or an emergency contact if the parents/guardians cannot be contacted). • Educators must lead the children to a safe meeting point. • A suitable number of adults must begin to search until the child is found or the appropriate authorities take over the process. <ul style="list-style-type: none"> ○ This may involve checking nearby grounds and rooms to ensure the child has not hidden or been locked in anywhere nearby. ○ The remaining educators must adjust their supervision strategy for the rest of the children so that no child has inadequate supervision. • The co-ordinating educator must alert the Site Manager if appropriate (e.g., at a Museum) to issue a missing child announcement. • Educators must follow instructions from the police/relevant authorities. • The lead educator must complete an Incident Report on returning to Heritage. • The Director must contact CECA as required (r176). • The Director must analyse the reports and identify the hazard leading up to the child's becoming lost and ensure it is mitigated.
<p>Family Volunteers</p>	<p>Where the Director/educator co-ordinating the excursion invites parents/guardians to participate, they must ensure all family volunteers are:</p> <ul style="list-style-type: none"> • Provided with a written outline of the excursion on the day and that this is carried with them at all times. <ul style="list-style-type: none"> ○ This may include a list of children and staff in attendance, the mobile phone number to be used if they become separated from the group, timetable for the excursion etc. • Fully informed of the excursion supervision and safety requirements. • Under the supervision of a qualified educator. • Not left alone with children.

³³ Refer to: Safe Transportation of Children Policy and Procedures



	<ul style="list-style-type: none"> • Informed that they cannot carry out toileting procedures (taking child to the toilet or change a nappy) unless they are the child's parent/guardian.
<p>First Aid</p>	<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • All permanent room educators attending excursions must have current approved first aid qualifications including approved emergency anaphylaxis and asthma management training and water rescue. • Note: This requirement exceeds that of Regulation 136. <p><u>Portable First Aid Kit</u></p> <ul style="list-style-type: none"> • The portable first-aid kit located in each room inside the excursions backpack must be taken on excursions. • In addition, the following must be taken and safely stored in the first aid kit or an insulated bag: <ul style="list-style-type: none"> ○ Antihistamine ○ Paracetamol ○ Stingose ○ Sunscreen ○ Thermometer ○ Ventolin puffer and spacer ○ Adrenaline Auto-injection Device (junior EpiPen/Anapen) ○ Wet wipes and alcohol-based hand sanitiser <p><u>First Aid Action Response</u></p> <ul style="list-style-type: none"> ▪ In the event that children or staff have an accident, injury, trauma or become ill, the Illness and Infectious Diseases Policy and Procedures will apply as if they were on the Heritage premises, and the First Aid Policy and Procedures will be followed.³⁴ ▪ First aid must only be carried out by a qualified educator, except in life threatening circumstances, in which case, a qualified member of staff must be alerted immediately and assume responsibility for continued first aid on reaching the child/person. ▪ Educators will take the standard precautions when undertaking first aid and understand the importance of minimising cross infection while providing a basic level of infection control. ▪ The portable first aid kit will contain alcohol-based hand sanitiser and Protective Personal Equipment (PPE) aids such as disposable gloves. ▪ Educators must contact the Main Office and parents will be informed as soon as practicable. ▪ Educators must complete a report on returning to the service. ▪ The Director must inform CECA as required (r176). <p><u>First Aid Authorisation</u></p> <ul style="list-style-type: none"> • Authorisation must be obtained from parents/guardians on enrolment to administer first aid remedies such as paracetamol, antiseptic creams, insect bite spray and band aids. • Note: The discretion to administer paracetamol for a high temperature will be rarely used, e.g., on the advice of a registered medical practitioner, or emergency services personnel.³⁵ • Authorisation must be obtained by parents/guardians on enrolment to give emergency medical treatment if deemed necessary and allow transportation to hospital by ambulance (r161).³⁶
<p>Mobile Phone and Cash Reserve</p>	<ul style="list-style-type: none"> • Educators must take their mobile phones on excursions. • Educators must only use their mobile phones to contact each other, the service, or emergency services if required (r98).

³⁴ Refer to: First Aid Policy and Procedures

³⁵ Refer to: Medication Policy and Procedures

³⁶ Refer to: Enrolment and Graduating Rooms Policy and Procedures



	<ul style="list-style-type: none"> An amount of cash must be taken on excursions to cover any cost associated with the excursion and extra cash taken in case of emergency.
Exploring Local Bushland	<p>Educators must:</p> <ul style="list-style-type: none"> Ensure children are protected from the UV/sun (see: Clothing, Footwear and UV Protection). Ensure regular food and water breaks (see: Food and Water). Watch children for symptoms of allergy or illness (see: Children with Additional Needs including Medical Conditions). Develop risk-benefit assessment plans with children. <p><u>Around Bushland:</u> Educators must:</p> <ul style="list-style-type: none"> Conduct a safety check of the area on arrival to ensure, as far as practicable, there are no objects/items/branches that pose a clear risk. Encourage children to walk and take their time moving across unfamiliar and uneven ground. Include children in discussions regarding decisions as to which trees and branches are safe to climb on. Have ongoing discussions with children about the rules for going on nature walks at the service including: <ul style="list-style-type: none"> Safe places to walk, stop and play. Stay with the group, always being able to see an educator. If become separated from the group, stay where they are, call an educator's name and wait for help. The 'No lick, no Pick', rule which means 'nothing at Forest School/Gulambany must go in my mouth and I should leave wildlife as I found it - unless picking a certain plant is part of a directed task.' Teach children: <ul style="list-style-type: none"> How to cautiously look and check for dangerous wildlife. How to carry and move around with sticks safely. How gum trees drop branches. Note: ANU horticultural workers survey trees on campus for potential danger.³⁷ When walking through tree environments, to be aware of not allowing branches to swing back at others behind them. When lifting heavier objects e.g., logs, to always find a friend(s) to help with the lift and encourage them to roll heavy objects away from them.

Excursion Records

Every excursion (other than a regular outing) must be documented using an Excursion Record Form (see Attachment 4). This form includes information on the children, educators, students and family volunteers who attended, the times and dates of the excursion, method of transport.

All supporting documents must be attached including:

- Educator Request for an Excursion Form, if applicable (Attachment 3).
- Excursion Risk Mitigation Plan (Attachment 7).
- Parent/guardian Excursion Information and Permission Forms (Attachments 5 and 6).
- Excursion Evaluation Form – Educators may complete the form or attach their evaluation and photos from the Day Book.

³⁷ Refer to: Work Health and Safety Policy and Procedures



Policy Evaluation and Review

In order to assess whether the values and purposes of this policy and procedures have been achieved, the Director, in consultation with the Heritage Management Committee will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints, and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy, and best practice.
- Revise the policy and procedures as part of the service’s policy review cycle, or as required.
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

Related Policies and Procedures

Name of Policy and Procedures Document	Location
Acceptance of Authorisations and Refusals	Policy and Procedures documents in Members Section of Heritage website.
Allergy and Anaphylaxis	
Asthma Policy	
Child Protection	
Clothing and Footwear	
Communication and Family Involvement	Policy and Procedures Manuals in Main Office, Main Entrance and Staff Programming Room.
Creating Inclusion and Equity	
Curriculum and Program Planning	
Delivery and Collection of Children	
Emergency and Evacuation	
Employment and Recruitment	Family Handbook
First Aid for Injuries, Illness and Trauma	Educator Handbook
Food Safety	Relief Educator Handbook
Hygiene and Infection Control	
Illness and Infectious Diseases	
Medical Conditions	
Medication	
Nutrition and Oral Hygiene	
Physical Activity	
Safe Transportation of Children on Excursions	
Students and Volunteers	
Supervision	
UV/Sun Protection	
Water Safety	
Work Health and Safety	

References and Further Reading

Legislative References

- [Education and Care Services National Law \(2010\)](#) (amended 2023)
[Education and Care Services National Regulations \(2011\)](#) (amended 2023)
[Guide to the National Quality Framework](#) (May 2022 update).
[Early Years Learning Framework for Australia](#) (Version 2, 2022).

Other References

- ACECQA (2016).** [Beyond the Fence – extending children’s experiences outdoors.](#)
ACECQA (2017). [The Environment as the Third Teacher.](#)
ACECQA (2019). [Babies and Outdoor Play](#)



ACECQA (2021). [Safe transportation of children in education and care: Your questions answered](#)

ACECQA (2021). [Safe transportation of children information sheet](#)

ACECQA (2021). [Excursions Policy Guidelines](#)

ACECQA (2021). [The How and Why of In-Nature Programs](#)

ACECQA (n.d.). [Risk Assessment Template - Excursions](#)

ACECQA (2023). [Minimising the risk of children left in vehicles](#)

ACECQA (2023). [Changes to regular transportation of children](#)

ACECQA (2023). [Guidance for adequate supervision during transportation](#)

ACECQA (2023). [Active supervision: ensuring safety and promoting learning.](#)

ACECQA (2023). [Safe Transportation of Children Safety Checklist and Record Form](#)

ACECQA (2023). [Risk Assessment Template for Transporting Children other than on Excursions](#)

ACECQA. [Risk Assessment Templates - Excursions and Transportation](#)

CELA (2011). [Stepping Outside, Why Excursion are Important](#)

CELA. (2021). *Sample Policy: Excursions*

Department of Education & Early Childhood Development (Vic) (2010). [Excursions and Routine Outings.](#)

Ellen Beate Hansen Sandseter – *Risky play, well-being and outdoor education in early childhood*

Institute of Public Works Engineering Australasia (2017). [No more cotton-wool kids.](#)

NSW Food Authority (n.d.). [Taking Food on Excursions.](#)

Rethinking Childhood (2018). [Risk Benefit Assessment: Leading NGO calls for new thinking on play safety around the world.](#)

University Preschool and Child Care Centre (2017). [Excursion and Incursion Policy.](#)

University of Melbourne Early Learning Centre (2015). *Excursions and Service Events Policy.*

Useful Websites

[Kids and Traffic](#)

Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	October 2001	Management Committee	
2	May 2011	Management Committee	Author: Julia Charters Complete rewrite based on references above to meet ACT Childcare Standards, 2009
3	September 2013	Director	Author: Julia Charters Updated Rationale to reflect National Regulations and National Quality Standards, 2011 Changed supervision requirements for an excursion near water. Replaced “1:2 for children over 3 years of age and 1:1 for children under 3 years of age” to: Where an excursion takes place near a body of water: -The educator to child ratio will be raised and children will be kept within a safe rescue distance. -Educators will watch the children vigilantly and must not leave their ‘post’ unless replaced by another competent adult. (Swim Australia 2015). -An educator qualified in First Aid (equivalent to Certificate 2), including water rescue, must accompany the excursion.
4	12/11/2019	Management Committee	Author: Julia Charters Changed name to include Incursions. Added Contents Page and Definitions. Updated Policy Statement to include information on relevant



			<p>National Law, National Regulations and Quality Standards. Updated Risk Management Section to include Risk Benefit Assessments for Regular Outings. Added section on Safety Procedures and Risk Mitigation Procedures. Updated procedures to reflect National Law/Regulations and recent updates to other policies including Supervision/Water Safety Policy, Food Safety Policy, Medical Conditions Policy, Medications Policy. Added section on Safety on Nature Walks and Exploring Local Bushland Areas. Updated References and Appendix on Related National Law, Regulations, Quality Standards. Updated related forms and added as Attachments.</p>
5	Oct 2020	Director	<p>Updates to Regulation 101 and 102 added and highlighted in bold in Appendix 1. Minor adjustment to Risk Mitigation Plan under: <i>Lost/Missing Child: Attendance Procedures and Taking the Roll</i> to reflect the updates to the regulations to include:</p> <ul style="list-style-type: none"> • Process for entering and exiting the education and care service premises and the pick-up location or destination (as required); • Procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking. <p><i>Vehicle Accident:</i> If the excursion involves transporting children, the requirements for seatbelts or safety restraints under a law.</p>
6	14 November 2023		<p>Changed Incursions to In-house Extra Activities. Updated References and Further Reading. Updated Risk Assessments. Added safety procedures for new Heritage minibus (effective from end of 2023). Added Heritage will apply new transport regulations 102A-F (effective March 2023) to all periods of transportation where practicable, including during excursions. Updated procedure for embarking and disembarking to reflect new regulations that a record must be made immediately:</p> <ul style="list-style-type: none"> • Accounting for the children during embarking and disembarking of the vehicle. • After conducting a vehicle check after children have disembarked. <p>Updated Parent/Guardian Excursion Information and Permission Form. Created new Authorisation Form for Regular Outings – Preschooler Minibus Outings. Added anticipated numbers and minimum educator:child ratios to Excursion/Regular Outing Permission Forms as per CECA audit 2023. Minor edits to wording to reduce length of sentences.</p>



Authorisation Form – Regular Outings Beyond the Fence

As part of the Heritage educational program, our educators take the children on **regular local walks** to immerse them in the benefits of the local natural environment and community around Heritage. As required under National Regulation 102, we ask for your authorisation every 12 months for regular outings.

Children benefit from exploring beyond the fence by getting to know their local environment and community and extending their learning. Participating in the community strengthens children's sense of identity and wellbeing (Early Years Learning Framework, 2009).

We understand that playing in nature is the optimum medium for early learning and development and promotes health, wellbeing and resilience through physical activity and movement outdoors (Burdette and Whitaker, 2005). Outdoor play encourages children to build trusting relationships, to learn to assess risk, to set personal challenges and overcome fears.

Important emotional connections with nature occur early in life and most adults, when asked to name the most significant place from childhood, consistently recalled somewhere outdoors (Wells, 2000; Eigner & Schmuck, 1998). As adults, we know ourselves that going for a walk in a natural environment and green space can help reduce stress and tension.

Child's Name _____

Parent/Guardian's Name _____

Please tick:

I give permission for my child to go on walks on the campus of the Australian National University with their room group. The walks occur on average 1-2 times a week, may involve crossing roads and walking near traffic, and last from 30 minutes to 4 hours depending on the activities undertaken on the walk. Toilet stops are available to the children on long walks and children always take their drink bottles, lunch or a snack. The outings are based on the educational program, risks and safety rules are discussed with children prior to each outing and supervision is a priority.

I give permission for my child to walk to the National Museum with their room group. The walks occur on average 1-2 times a month, may involve crossing roads and walking near traffic, and take about 1.5 hours. The outings are based on the educational program, risks and safety rules are discussed with children prior to each outing and supervision is a priority.

I give permission for my child to walk to local parklands and picnic areas in the vicinity of Heritage, including around Lake Burley Griffin with their room group. The walks occur on average 1-2 times a week, may involve crossing roads and walking near water, and last from 30 minutes to 4 hours depending on the activities undertaken on the walk. The outings are based on the educational program, risks and water safety rules are discussed with children prior to each outing and supervision is a priority.



Please note:

- Heritage regularly has raised educator to child ratios, and this allows us to cater to the needs of small or larger groups exploring outside the fence.
- Risk Assessments are available from the Director and in the Excursions and In-house Extra Activities Policy and Procedures (available in the Front Foyer and Members Area of the website).

The minimum ratios

We anticipate higher numbers of educators joining outside-the-fence learning. The examples given are minimum requirements by law.

- **The Nursery Room:** A ratio of 1:4 with anticipated numbers of up to 15 children or less (e.g. in the case of 15 children, a minimum of 4 educators will join the group).
- **The Toddler Room:** A ratio of 1:4 (under 2) or 1:5 (over 2) with anticipated numbers of up to 20 children or less. (e.g., in the case of 20 children, a minimum of 5 or 4 educators will join the group - depending on age of children in the group).
- **The Preschool Room:** A ratio of 1:11 with anticipated numbers of up to 22 children or less. (e.g., in the case of 22 children, a minimum of 2 educators would join the group)

When a walk occurs near a body of water

- The children will always be kept within a safe rescue distance by an educator.
- Educators will watch the children vigilantly.
- An educator qualified in First Aid (HLTAID012 first aid, HLTAID011 asthma, HLTAID010 anaphylaxis, HLTAID009-CPR), including water rescue, will always attend the excursion and be immediately available.

I understand that this form will need to be signed every 12 months to be compliant with Regulation 102

Parent/Guardian Signature _____ Date _____

‘Beyond the Fence’ is part of the Heritage Philosophy:

“We understand the importance of connecting children to the natural world in order to develop their respect for maintaining the health and beauty of the environment. We are committed to teaching children to care and respect the land of the local indigenous people and to love all the beauty and freedom it has to offer. We value the pedagogy of outdoor learning and are inspired by the Forest School Theory. We believe this approach is essential for building each child’s health and fitness, life skills and resilience and aim to balance safety with the need to explore risks in order to encourage children to make sound supported judgements about risk taking. We believe outdoor education fosters a sense of community and adventure, encourages exploration and inspires creative minds. ‘Exploring beyond the fence’ is a fundamental part of the Heritage program while the surrounding landscape, Australian culture and consultations with a local Aboriginal Elder strongly influence the design of our indoor and outdoor spaces.



Authorisation Form – Regular Outings on the Heritage Minibus

As part of the Heritage educational program, our educators take the children on regular local outings to immerse them in the benefits of the local natural environment and community. As required under National Regulation 102, we request your authorisation every 12 months for regular outings.

These regular outings are further than those authorised on our alternate regular outings form, and therefore require travel on our Heritage Minibus (Volkswagen Crafter). This form is asking for your authorisation for your child to travel on the minibus. (Any destination not stated on this form will require a separate excursion form, which you will be informed of prior to an outing)

Child's Name: _____

Parent/Guardian's Name: _____

'Beyond the Fence' is part of the Heritage Philosophy:

"We understand the importance of connecting children to the natural world in order to develop their respect for maintaining the health and beauty of the environment. We are committed to teaching children to care and respect the land of the local Indigenous people and to love all the beauty and freedom it has to offer. We value the pedagogy of outdoor learning and are inspired by the Forest School Theory. We believe this approach is essential for building each child's health and fitness, life skills and resilience and aim to balance safety with the need to explore risks in order to encourage children to make sound supported judgements about risk taking. We believe outdoor education fosters a sense of community and adventure, encourages exploration and inspires creative minds. 'Exploring beyond the fence' is a fundamental part of the Heritage program while the surrounding landscape, Australian culture and consultations with a local Aboriginal Elder strongly influence the design of our indoor and outdoor spaces."

Research that supports our Philosophy

Children benefit from exploring beyond the fence by getting to know their local environment and community and extending their learning. Participating in the community strengthens children's sense of identity and wellbeing (Early Years Learning Framework, 2009).

We understand that playing in nature is the optimum medium for early learning and development and promotes health, wellbeing and resilience through physical activity and movement outdoors (Burdette and Whitaker, 2005). Outdoor play encourages children to build trusting relationships, to learn to assess risk, to set personal challenges and overcome fears.

Important emotional connections with nature occur early in life and most adults, when asked to name the most significant place from childhood, consistently recalled somewhere outdoors (Wells, 2000; Eigner & Schmuck, 1998).

As adults, we know ourselves that going for a walk in a natural environment and green space can help reduce stress and tension.



Canberra Nature Reserves:

Location:	Travel Time:	Risk/Benefit Assessment:
Cotter Precinct <i>Brindabella Rd, Uriarra Village ACT 2611</i>	22km / 22 minutes	Risk/Benefit assessments are available for each location and are available on request
Jerrabomberra Wetlands <i>Dairy Rd, Fyshwick ACT 2609</i>	10km / 16 minutes	
Tidbinbilla <i>Paddys River Rd, ACT 2620</i>	42km / 38 minutes	
Pine Island <i>Pine Island Rd, Greenway ACT 2900</i>	23km / 22 minutes	
Beijing Gardens <i>Yarralumla ACT 2600</i>	4.3km / 7 minutes	
Black Mountain Peninsula <i>Garryowen Dr</i>	2.7km / 4 minutes	
Namadgi National Park <i>Naas Rd, Tharwa ACT 2620</i>	35km / 32 minutes	
Mulligan's Flat <i>25 Rosenberg Street, Throsby ACT 2914</i>	24km / 24 minutes	
Point Hut Crossing <i>Point Hut Road</i>	27km / 25 minutes	
Molonglo River Reserve <i>Coombs ACT 2611</i>	11km / 20 minutes	
Aranda Bushland Nature Reserve <i>Bindubi St, Aranda ACT 2614</i>	5.5km / 6 minutes	
Gungahlin Hill Nature Reserve <i>42 Cocoparra Cres, Crace ACT 2911</i>	19km / 18 minutes	
National Rock Garden <i>Barrenjoey Dr, ACT 2601</i>	3.4km / 7 minutes	
The Pinnacle <i>Hawker, ACT 2614</i>	9.2km / 10 minutes	
Urambi Hills <i>Kambah, ACT 2902</i>	18km / 17 minutes	

Local Canberra locations:

Location:	Travel Time:	Risk/Benefit Assessment:
National Botanic Gardens <i>Clunies Ross St, Acton ACT 2601</i>	2.8km / 5 minutes	Risk/Benefit assessments are available for each location and are available on request
Commonwealth Park <i>Commonwealth Ave</i>	2.4km / 5 minutes	
Canberra Carousel	2.2km / 8 minutes	



32/8 Petrie Plaza, Canberra ACT 2601		
Canberra Museum <i>176 London Cct, Canberra ACT 2601</i>	2.3 km / 8 minutes	
Old Parliament House <i>18 King George Terrace, Parkes ACT 2600</i>	3.9km / 7 minutes	
Pialligo Fruit Orchards and Garden Centres , <i>Beltana Rd, Pialligo ACT 2609</i>	9.2km / 12 minutes	
National Arboretum <i>Forest Dr, ACT 2611</i>	5.4km / 6 minutes	
Burrunju Art Gallery <i>245 Lady Denman Dr, ACT 2601</i>	4.5km / 6 minutes	
Hume Truck Wash <i>35 Tralee St, Hume ACT 2620</i>	12km / 23 minutes	

Route and Timings

- The outings occur on average 1-3 times a week, may involve crossing roads and walking near water, and the duration is between 30 minutes to 5 hours, depending on the activities undertaken.
- Outings will generally occur between 9:30am and 4:00pm. If there are any changes in this, families will be contacted prior.
- The Preschool Room will have a contactable mobile for families to use when we are out. Families are encouraged to call/text for contact, e.g. what time we will be back at Heritage, you hope to pick up early, etc. **The number is: 0481943099** (this is a number only available to our bus users and will not be for general centre use – **please add as a contact**).

Risk Management

- The outings are based on the educational program, risks and water safety rules are discussed with children prior to each outing, and supervision is a priority.
- A thorough risk assessment of intended areas has been undertaken. To do this in-depth, educators have visited these areas and put together the risk assessments, as well as looking at the benefits each area offers our program.
- Risk-Benefit Assessments and the Transportation on Excursions Policy and Procedures and Excursions and In-House Activities Policy and Procedures are available from the Director, in the Front Foyer and the Members Area of the website (2024 Password: LENNOX75HECC).
- Minibus safety checks are undertaken monthly, and educators conduct a Safe Transport Checklist for each outing, including checking children on/off the bus.
- Britax Safe N Sound Maxi Guard Pro Car Seats are installed that meet ACT requirements and are approved by child car restraint accreditors, who will also carry out regular checks.

The minimum ratios

The example given below is the minimum ratio requirement by law:

- **The Preschool Room:** A ratio of 1:11 with anticipated numbers of up to 22 children or less. (e.g., in the case of 22 children, a minimum of 2 educators would join the group).

A higher number of educators will join Minibus outings:

- Our Heritage minibus seats a maximum of 10 children with a minimum of 2 educators on minibus outings.



When outings occur near a body of water

- The children will be kept within a safe rescue distance by an educator if the day's activities do not involve entering the water. When we engage with waterplay, practices from our 'Water Risk-Benefit Assessment' will be applied.
- Educators will watch the children vigilantly.
- An educator qualified in First Aid (HLTAID012 first aid, HLTAID011 asthma, HLTAID010 anaphylaxis, HLTAID009-CPR), including water rescue, will always attend the excursion.

I give permission for my child to go on outings on the Heritage Minibus with their room group to the listed locations.

I understand that this form must be signed every 12 months to comply with Regulation 102.

Parent/Guardian Signature: _____ Date: _____

ACT Child Restraint Requirements in Motor Vehicles

- Children must be restrained correctly at all times, even when driving at low speeds or on short trips.
- Babies under 6 months must be restrained in an approved rear facing child restraint.
- Children over 6 months but under 4 years must be in an approved forward or rear facing child restraint.
- A passenger under 4 years old must not be in the front row of a vehicle that has 2 or more rows of seats.
- Children over 4 years but under 7 years must be in an approved forward-facing child restraint or be placed on a properly positioned approved booster seat. They must not be seated in the front row of a motor vehicle that has 2 or more rows of seats, unless all other seats are occupied by passengers who are also less than 7 years.
- Child restraints and seatbelts must be properly fastened and adjusted.
- A child must never be put into a seatbelt with another adult or child.

Source: ACT Policing



Staff Request for an Excursion Form

This form is to be completed by a qualified educator and submitted to the Director at least **2 weeks** prior to the proposed excursion.

Date:		Arrive:	
Location:		Depart:	
Group:		Return	
Describe the proposed activities and how the excursion relates to the educational program provided for the children:			
Proposed method of transport and information on safety restraints:			
Safety of route and availability of facilities: (eg: toilets/shade/place for lunch/drinking water/safe crossings, water safety:			
Proposed educator/adult to child ratios. Is a higher than room ratio required? (To cater for water play, road crossings, additional needs etc)			
Cost:			
Effects, if any, on children's current attendance times:			
If children with additional needs or medical conditions are attending, what additional resources will be required?			

For Office Use:

Date Received:			
Date of Approval:		Director's Signature	
Comments:			



Excursion Record

Excursion Co-ordinator		Contact Number	
Date:		Arrive:	
Location:		Depart:	
Group:		Return	
Activities:			
Permission Forms Required:	Yes		
Method of Transport:			
Safety Restrains?	Yes / No		
Staff Excursion Request Form Attached?	Yes / No		
Risk Mitigation Plan Attached?	Yes / No		
Permission Forms Attached?	Yes / No		
Evaluation Form Attached?	Yes / No		
Educator/adult-to-child ratios.			
Number of Children Attending			
Children with Additional Needs or Medical Conditions Attending			
Family Volunteers and Siblings Attending			
Qualified staff attending: including First Aid, CPR, and additional driving training:			
Excursion Checklist:			
<input type="checkbox"/> First aid kit <input type="checkbox"/> List of children attending and emergency contact number for each child <input type="checkbox"/> Children's medication and medication form <input type="checkbox"/> Medical Condition Management Plans for Children <input type="checkbox"/> List of adults attending and contact number for each adult <input type="checkbox"/> Educators have mobile phones <input type="checkbox"/> Cash <input type="checkbox"/> Other items _____			

Director's Signature _____ Date _____

Comments _____



EXCURSION PARENT INFORMATION FORM

The _____ children are going on an excursion to _____ on _____	
Date	
Times	
Destination	
Transport	
What to Bring/Wear	
If the weather is inclement	
Activities/ Agenda	
Risk Assessment	Prepared and available on request
Supervision and qualifications	<i>Anticipated number of educators to child ratio and group size.</i>
Cost	

Excursion (that is not a Regular Outing) Risk Mitigation Plan Template

Heritage has identified the potential risks during _____ excursion on ____/____/_____ as:

- Child/educator/volunteer accident or illness
- Vehicle accident/breakdown
- Limited access to toilets, rest areas, suitable food, and water
- Missing/lost child/child left on transport/abuse/neglect
- Over exposure to the weather or sudden changed in weather conditions
- Accident crossing a road
- Drowning
- Accident in bushland

Heritage has identified the following as required to take on the excursion to mitigate risks:

- First aid kit
- List of children attending and emergency contact number for each child
- Staff and children’s medication and medication form
- Medical Condition Management Plans
- Emergency medication for Staff and Children (eg: Epi-pen and Asthma medication).
- List of family volunteers attending and contact numbers
- Educators have mobile phones and each other’s contact numbers
- Cash and other items _____

Risk Matrix						
	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate

Possible hazards identified	Preliminary Risk Assessment	Control Measures in Place to Mitigate or Eliminate Risks	Risk with Control Measures in Place
<input type="checkbox"/> Child/Educator/Volunteer Accident or Illness	High	<p><u>General Safety</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular safety discussions undertaken before and throughout the excursion. <input type="checkbox"/> Educators continuously check the safety of facilities, grounds, and equipment. <input type="checkbox"/> Educators actively supervise children and continually assess risks. <input type="checkbox"/> All educators will carry mobile phones for use in emergencies. <p><u>Varying Ages, Skills and Needs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Age-appropriate activities are planned to cater for all ages and skill levels. <input type="checkbox"/> Qualified and experienced educators are present to cater for all ages and skill levels. <input type="checkbox"/> Qualified educators with the ability to cater for children with additional needs are present. <input type="checkbox"/> Venues are assessed to ensure they are suitable. <p><u>Diagnosed Medical Conditions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Each child’s Management Plan taken on excursion. <input type="checkbox"/> Educators utilise vigilant supervision, being alert for symptoms. <input type="checkbox"/> Each child, educator or volunteer’s emergency medications taken on excursions. <input type="checkbox"/> Any intermittent medications are handed directly to an educator for safe storage. <input type="checkbox"/> Medication stored and administered according to procedure in the Medication Policy. <input type="checkbox"/> Medication Form taken and completed as required. <input type="checkbox"/> Esky/cooler bag and ice-brick used for medications that need to be stored in a fridge. <input type="checkbox"/> Adrenaline auto-injection devices and all other medications stored in an insulated bag. <p><u>First Aid Qualifications</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All permanent room educators attending have current first aid qualifications including water rescue and approved emergency anaphylaxis and asthma management training. <p><u>First Aid</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate authorisations in relation to first aid obtained on enrolment <input type="checkbox"/> The portable first-aid kit located in each room in excursions backpack is up to date and taken. <input type="checkbox"/> In the event of an accident or illness, the First Aid Policy and procedures is followed. <input type="checkbox"/> Educators contact the Office, and parents contacted as soon as practicable if incident occurs. 	Low

<input type="checkbox"/> Vehicle Accident/ Breakdown	High	<p><u>Risk Minimisation Strategies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators only drive the Heritage minibus if have Defensive Driving Course certificate. <input type="checkbox"/> All personal/hired vehicles used to transport educators, family volunteers or children are: <ul style="list-style-type: none"> <input type="checkbox"/> Roadworthy <input type="checkbox"/> Correctly registered for the number of passengers <input type="checkbox"/> Third party insured <input type="checkbox"/> Fitted with seat belts and child restraints according to ACT law and the child’s weight/size. <input type="checkbox"/> Driven by a person holding an appropriate drivers’ licence for the vehicle, and according to the Australian road rules at all times. <input type="checkbox"/> Educators take mobile phones on excursions for use when incidents occur. <input type="checkbox"/> Cash taken on the excursion in case of emergency. <p><u>Procedure in place in the event that transport breaks down:</u> Educators will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a mobile phone to inform the Main Office. <input type="checkbox"/> If bus breaks down, office staff call the bus company to arrange a replacement bus. <input type="checkbox"/> If there is a delay in returning to Heritage, parents informed via telephone by office staff. <input type="checkbox"/> All children and educators remain on the bus/transport until the replacement bus/alternative transport arrives unless staying on the transport creates a risk, in which case children will be directed to a safe area. <p><u>Procedure in place in the event the Heritage minibus breaks down:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Office staff liaise with the NRMA road assistance to attend to the minibus. <input type="checkbox"/> Parents may be given the opportunity to pick up their children. <input type="checkbox"/> All children and educators remain on the minibus if safe to do so or moved to a safe area. <p><u>Procedure in place in the event of a vehicle accident:</u> Educators will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remain calm. <input type="checkbox"/> Direct the children away from the vehicle. <input type="checkbox"/> Calm and comfort children. <input type="checkbox"/> Call Emergency Services and Police if required. <input type="checkbox"/> If children or adults are injured, follow First Aid Procedures. <input type="checkbox"/> Contact the Heritage Office to alert them to accident. <input type="checkbox"/> Office staff will contact parents. <input type="checkbox"/> Educators will complete a comprehensive report on returning from the excursion. <input type="checkbox"/> The Director will inform CECA as required. 	Low
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<p><input type="checkbox"/> Limited access to Toilets, Food, and Water</p>	<p>Moderate</p>	<p><u>Safety of Route and Facilities</u> Excursion co-ordinator establishes the safety of the route/facilities, and visits the destination if required, to ensure the availability of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suitable toilets for toilet-breaks and handwashing <input type="checkbox"/> Drinking water <input type="checkbox"/> Suitable areas to stop for lunch <input type="checkbox"/> Shade <input type="checkbox"/> Safe ways to cross busy roads etc. <p><u>Hygienic and Safe Toileting and Nappy Changing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Hygiene and Infection Control Policy and Procedures is followed as far as practicable. <input type="checkbox"/> Educators ensure children use the toilet or have a nappy change prior to excursion. <input type="checkbox"/> Educators take mobile phones and accompany groups of children to the toilets and undertake nappy changing as required. <input type="checkbox"/> Educators ensure volunteers understand they must not carry out toileting or nappy change procedures unless they are the child’s parent/guardian. <input type="checkbox"/> Suitable equipment is taken including wet wipes, alcohol-based hand sanitiser, tissues, spare clothing and a towel. <input type="checkbox"/> Portable nappy changing equipment, ie, portable change mat, vinegar and water in a spray bottle for cleaning change mat, and gloves will be taken on the excursion. <input type="checkbox"/> Antiseptic wipes or alcohol-based hand rub are used in place of hand washing, where water is not available. <p><u>Food Safety and Nutrition</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Food Safety and Nutrition and Oral Hygiene Policy and Procedures will be followed as far as practicable on the excursion. <input type="checkbox"/> If a packed lunch is required, families will be asked to bring hot food in a thermos or simple cold lunch of low-risk foods. <input type="checkbox"/> Special requirements will be documented on the Parent/Guardian Authorisation Form. <input type="checkbox"/> Sufficient food will be taken and stored safely on each excursion so that children are able to eat at least every 2 hours. <input type="checkbox"/> Lunches transported in an Esky/cooler bag with an ice brick to the venue and preferably eaten within 2 hours, and no more than 4 hours after packing. <input type="checkbox"/> Transport time will be minimised between packing and serving as food cannot be placed back in the fridge after 2 hours. <input type="checkbox"/> Hand wipes or alcohol-based hand sanitiser will be packed and used if there is no water access. <input type="checkbox"/> Children will be supervised when eating and choking hazards removed from lunch boxes. 	<p>Low</p>
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		<p><u>Access to Water</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators understand that young children playing outdoors in hot weather are at risk of dehydration which can be dangerous. <input type="checkbox"/> Educators take children’s water bottles in an Esky and ensure water is available to children at all times during the day. <input type="checkbox"/> Educators encourage all children to drink regularly throughout the excursions. <input type="checkbox"/> Children are encouraged to drink water before, during and after any physical activity. 	
<p><input type="checkbox"/> Lost/Missing Child/Child Abuse/Neglect</p>	<p>High</p>	<p><u>Educator/Adult-to-child Ratios</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Director/co-ordinating educator determines whether legislated educator-to-child ratios are sufficient to provide adequate supervision on the excursion. <input type="checkbox"/> The ratio is raised, taking into account the destination, route and transport, planned activities, proximity to water and roads, meal and toilet breaks required, and children’s needs. <input type="checkbox"/> Family volunteers, relief staff are invited/organised as required to ensure adequate supervision. <input type="checkbox"/> Educators employ active supervision and maintain the legal educator:child ratio at all times. <input type="checkbox"/> Educators understand their role as Mandated Reporters under child protection law. <input type="checkbox"/> When an incident occurs on an excursion that affects the ratios, educators maintain adequate supervision by adjusting their supervision strategies accordingly. <input type="checkbox"/> Educators with mobile phones accompany groups of children to the toilets as required. <p><u>Family Volunteers</u> All family volunteers are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provided with an outline of the excursion on the day including a list of those attending, the mobile phone number to be used if they become separated from the group, timetable etc. <input type="checkbox"/> Informed of the excursion supervision and safety requirements. <input type="checkbox"/> Under the supervision of a qualified educator and not left alone with children/allowed to undertake toileting procedures unless they are the child’s parent/guardian. <p><u>Safe Transportation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators actively supervise children when using transport to/from a venue to ensure that: <ul style="list-style-type: none"> <input type="checkbox"/> All children are accounted for before departure and return. <input type="checkbox"/> One educator is first on and off transport to ensure no child is left behind. <input type="checkbox"/> Records are made of children embarking/disembarking and a vehicle check to ensure no child is left behind. <input type="checkbox"/> Children follow safety rules and driver’s instructions. <input type="checkbox"/> Children are seated correctly, clicked in and unclicked after arrival when the engine has been turned. <input type="checkbox"/> No child is left in any vehicle without direct adult supervision. 	<p>Low</p>

		<p><u>Walking Safely as a Group</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety discussions are held with children before, during and on return from walks. <input type="checkbox"/> When children are walking independently in the group, educators position themselves strategically throughout the group. <input type="checkbox"/> Educators continually and actively assess risk and use their discretion when deciding if it is necessary to direct children to hold hands or walk in pairs, such as for crossing roads. <input type="checkbox"/> When the group is separated, such as a small group of children to going to the toilet, two educators (where practicable) with a phone accompany the small group. All other children will remain with educators in an agreed area until the small group returns. <p><u>Attendance Procedures and Taking the Roll</u></p> <p>Procedures developed for each excursion to ensure that all children are accounted for at various times. This includes ensuring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All children are signed in and out from QikKids at the beginning and end of the excursion. <input type="checkbox"/> A printed list of all children participating in the excursion, is taken on the excursion, and includes the best contact number for the child’s family during the excursion. <input type="checkbox"/> A printed list of all educators/adults attending the excursion, including family volunteers, is taken on the excursion and includes contact details for each individual. <input type="checkbox"/> Records are kept of children embarking and disembarking transport and the vehicle check to ensure no child is left on transport. <input type="checkbox"/> Children are clearly identifiable at all times during the excursion, e.g. Heritage t-shirts, hats or wristbands. Children will not wear name tags as this identifies the children to strangers. <input type="checkbox"/> Parents/guardians of siblings who are not enrolled at Heritage are informed they are responsible for supervising siblings at all times. <input type="checkbox"/> Educators take regular roll calls to ensure all children and adults are accounted for against the lists of those participating. <input type="checkbox"/> Group discussions are held prior to, on arrival and throughout the excursion with children to discuss the rules around entering and exiting the Heritage premises, transport and the destination and staying safe and not getting lost on excursions such as: <ul style="list-style-type: none"> • Stay with the group and in designated areas. • Always be able to see an educator. • If become separated, stay where they are, call an educator’s name and wait for help. <p><u>Missing Child Procedure in place</u></p> <p>If a child is thought to be missing on the excursion the following procedure will be followed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators immediately alert the co-ordinator who will double check roll. <input type="checkbox"/> Once confirmed, the coordinator will call the Office, the police and the child’s parents/guardians (or an emergency contact if the parents/guardians cannot be contacted). 	
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		<ul style="list-style-type: none"> <input type="checkbox"/> The excursion coordinator will alert the Site Manager if appropriate (eg at a Museum) to issue a Missing Child announcement. <input type="checkbox"/> Educators lead the children to a safe meeting point and a suitable number of adults must begin to search until the child is found or the appropriate authorities take over the process. <input type="checkbox"/> This may involve checking nearby grounds and rooms to ensure the child has not hidden or been locked in anywhere nearby. <input type="checkbox"/> The remaining educators adjust their strategy for supervising the rest of the children, so no child is left without adequate supervision. <input type="checkbox"/> Educators follow any instructions from the police and other relevant authorities. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Accident in Bushland 	High	<ul style="list-style-type: none"> <input type="checkbox"/> Educators conduct safety checks on arrival to ensure, as far as practicable, there are no objects/branches that pose a clear risk. <input type="checkbox"/> Discussions with children which tree branches are suitable for climbing. <input type="checkbox"/> On-going discussions about the rules/expectations for nature walks, e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> Safe places to walk, stop and play. <input type="checkbox"/> Walk and take your time across unfamiliar or uneven ground. <input type="checkbox"/> Stay with the group, always being able to see an educator. <input type="checkbox"/> If become separated, stay where you are, call an educator’s name and wait for help. <input type="checkbox"/> The ‘No lick, no Pick’, rule means ‘nothing at Forest School/ Gulambany will go in my mouth. I must leave wildlife as I found it (unless picking a certain plant as a directed task).’ <input type="checkbox"/> Cautiously look and check for dangerous wildlife. <input type="checkbox"/> Carry and move around with sticks safely. <input type="checkbox"/> Understand gum trees drop branches. (ANU horticultural workers survey trees on campus for potential danger). <input type="checkbox"/> When walking through tree environments, be aware not to allow branches to swing back at others behind them. <input type="checkbox"/> When lifting heavier objects like logs, find a friend(s) to help and encourage them to roll heavy object away from them. 	Low
<ul style="list-style-type: none"> <input type="checkbox"/> Drowning 	Extreme	<p><u>Supervision and Water Safety Near a Body of Water</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> On-going discussions with children about water safety. <input type="checkbox"/> Educator/adult ratios raised if necessary for adequate supervision. <input type="checkbox"/> Educators qualified in first-aid which includes water rescue (HLTAID004 AND HLTAID001) accompany the excursion and be immediately available to assist the children. <input type="checkbox"/> Educators and family volunteers will be positioned in close proximity to the children, at a safe rescue distance, at all times, including standing in the water if children are paddling. <input type="checkbox"/> At all times, educators and adults will provide constant vigilant supervision, engage in clear communication, and not leave their position unless replaced by another competent adult. 	Low

<input type="checkbox"/> Accident Crossing Road	Extreme	<p><u>Safety Crossing Roads/Carparks</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educator/adult:child ratio will be raised as necessary to ensure adequate and active supervision of each child. Heritage defines major roads as: “<i>streets coloured yellow in the UBD street directory and have street lights or other major traffic calming devices</i>”. <input type="checkbox"/> On-going road safety conversations, activities and awareness as part of the educational program, prior to and during the excursion. <input type="checkbox"/> Educators will instruct children on the rules for crossing roads and carparks: <ul style="list-style-type: none"> o Walk, Stand tall, Look up, Check for on-coming traffic <input type="checkbox"/> Educators will use their discretion on whether to instruct the children to walk in pairs and hold hands to cross the road. <input type="checkbox"/> Children participate in checks for oncoming traffic 	Low
<input type="checkbox"/> Over-exposure to the weather	Extreme	<p><u>Scheduling Outdoor Activities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Warmer Months – summer/daylight saving <ul style="list-style-type: none"> o Sunscreen worn at all times. o Where possible, outdoor activity scheduled outside 11am-3pm. o If during this time, strategies to mitigate the risk include: <ul style="list-style-type: none"> o Ensuring the availability of shade and setting up the basecamp mat in the shade. o Regular water breaks Educators watch for symptoms of heat-stroke. <input type="checkbox"/> Between May and August <ul style="list-style-type: none"> o Outdoor activity takes place at any time. o Sun protection including sunscreen utilised if UV levels are 3 and above. Educators utilise the Sun-smart UV indicator, available on the homepage of the Heritage website. <input type="checkbox"/> June and July (Winter Months) <ul style="list-style-type: none"> <input type="checkbox"/> As the UV index is below 3 all day, UV/sun protection including sunscreen not generally utilised to allow children the exposure they need to maintain adequate Vitamin D levels. <input type="checkbox"/> Sun protection utilised if spending extended time outdoors during the excursion. <p><u>UV/Sun Protection</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The UV/Sun Protection Policy and Procedures followed on excursions. <input type="checkbox"/> Parents/guardians will be informed of specific UV/sun protection requirements on the Authorisation Form, e.g., long-sleeved shirt. <input type="checkbox"/> Educators remind children when UV levels are high (above 3) and encourage them into shade. <input type="checkbox"/> Basecamp mats will be set up in the shade in the warmer months. <input type="checkbox"/> Sun-smart clothing worn or carried in children’s backpacks such as long-sleeved shirts. 	Low

	<ul style="list-style-type: none"> <input type="checkbox"/> All children wear sun-smart hats and sunscreen except in June and July. Sun-protection may be used if spending extended time outdoors during the excursion. <input type="checkbox"/> Waterproof sunscreen taken in an insulated bag and applied on arrival reapplied at least every 2-3 hours except during June/July when discretion is used. <input type="checkbox"/> Educators and children may bring and wear sunglasses. <input type="checkbox"/> On-going discussions/activities with children about protective clothing and UV/sun protection. <p><u>Clothing and Footwear</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Clothing and Footwear Policy and Procedures followed on excursions. <input type="checkbox"/> Appropriate clothing and footwear worn considering the weather, time of year and activity of the excursion. Capes and thongs not be allowed. <input type="checkbox"/> Clothing, footwear and UV/sun protection requirements included on the Authorisation Form. <input type="checkbox"/> Children required to bring a change of clothing. If this requirement is not met, the child may be allowed to take part in the excursion at the discretion of the excursion coordinator. <input type="checkbox"/> On-going discussions/activities with children about suitable warm and cold weather clothing. <p><i>Cold and Wet Weather Clothing and Footwear</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A jumper is taken for each child where the weather may turn cool and carried in backpacks. <input type="checkbox"/> Waterproof clothing provided in wet weather (Heritage provides raincoats). <input type="checkbox"/> Educators ensure children get regular breaks inside to reduce exposure to the cold. <input type="checkbox"/> Hats may be replaced with beanies in June and July. <input type="checkbox"/> Gumboots/Wellingtons may be allowed in wet weather. <p><u>Procedure in place for Extreme Changes in Weather Conditions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators instruct children to move indoors where possible if unsafe to remain outside. <input type="checkbox"/> If conditions permit and a bus is available, children will be transported back to Heritage. <input type="checkbox"/> Parents/guardians will be informed via phone of the circumstances. 	
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Reminder: Monitor the effectiveness of controls and strategies, update as needed and if an incident or significant change occurs

Travel and Nature Play - Risk Benefit Assessment

Risk Matrix						
	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment Consequence / Likelihood)	Measures in Place/ Additional Measure	Child/ren’s Voice	Risk with measures in place	Outcome Benefit/ Risk L/M/H
Utilising Transport/ Minibus	Learning Outcomes <ul style="list-style-type: none"> By using safe transportation of children Heritage is able to grow the outdoor educational program such as Forest School and our Nature Play approach resulting in children gaining confidence/strength/ resilience through challenging play, connecting with nature 	Children unclicking seatbelts while vehicle is moving. Road accident. Bus breaks down. Lost child Child left on bus.	High	Refer to: Risk Benefit Assessments in Safe Transportation of Children on Excursions Policy and Procedures. <ul style="list-style-type: none"> Risk Benefit Analysis - Excursions and Regular Outings involving Minibus/Transport Risk Benefit Analysis – Minibus Outings by Location 		Low	Low risk with risk measurements put in place. The benefits outweigh the risk

	<p>and learning to make sound supported judgements about risk.</p> <ul style="list-style-type: none"> • Participating in their communities strengthens children’s sense of identity and wellbeing (EYLF, 2009). • Develops educational program experiences beyond the fence. • Children gain experience of how to travel in a safe manner through transport to excursion destinations. • Children explore the wider community and gain valuable extended learning and development opportunities. • Children get to know different spaces in their local community. 	<p>Staff / child illness on transport</p> <p>Hazards on road – low tree branches, flooding, road works, closures etc.</p> <p>No phone service</p>					
<p>Exploring bush areas and parklands surrounding ANU</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Connection with nature. • Exploring local environments and building connection with Country. • Learning about local natural environment. • Confidence through challenge. 	<p>Child falling onto uneven ground, cuts and grazes, etc.</p> <p>Pick plants</p> <p>Ant, spider, snake and other wildlife bites or stings</p>	<p>Moderate</p>	<p>Encourage children to walk and take their time moving across unfamiliar and uneven ground.</p> <p>Guide children when walking, and setting up a boundaries that provide a safe space.</p>		<p>Low</p>	<p>Low, benefits outweigh risk</p>
			<p>Moderate</p>	<p>Safety discussions with children about safe places to walk, stop and play.</p> <p>Teach children how to cautiously look and check for any dangerous wildlife.</p>		<p>Low</p>	<p>Low, benefits outweigh risk</p>

	<ul style="list-style-type: none"> Engage in sensory exploration. Developing physical coordination and strength and increase energy levels Develop spatial awareness. Fosters divergent thinking and problem solving skills. Builds social skills, co-operation, teamwork and collaborative play. Supports a sense of achievement. Social interactions Opportunity to engage in open-ended, creative/ imaginative thinking/play. Experience wonder through discovery. Engage in scientific inquiry-based play and discovery. Supporting invention, innovation and creativity. Builds resilience. Builds life skills through authentic childhood skills. Receive Vit D supporting health and overall wellbeing. Fosters communication between peers and educators. 			Conduct a safety sweep of loose parts and areas at the start of each session.			
		Lost child	Moderate	Rules on walks – stay with the group, always being able to see an educator. If a child becomes lost, staying where they are, calling and waiting for help.		Low	Low, benefits outweigh risk
		Over exposure to the cold	Moderate	Appropriate clothing worn or carried in backpacks Ongoing room/group time discussions and activities about suitable cold weather clothing with children		Low	Low, benefits outweigh risk
		Sunburn, heat stroke, heat exhaustion – over exposure to the elements	Moderate	Regular water breaks Multiple applications of sunscreen (waterproof) Basecamp mat set up in shade Ongoing discussions about sun safety Educators watching for symptoms SunSmart policy – clothing		Low	Low, benefits outweigh risk

	<ul style="list-style-type: none"> Clears the mind and supports positive mental health and wellbeing. 						
		Interactions and Social Distancing	Moderate	Remind children of covering coughs or sneezes if they are near their friends. Spread out when we are eating together outside.		Low	Covid-19 conditions Safety precautions
Using natural 'loose parts' resources	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Exploring objects from their local natural environment Confidence through challenge. Develop Coordination and strength. Problem Solving Social interactions Connection with nature. Open ended, creative and imaginative thinking and play. 	Injury from natural object e.g. large stick through misuse or falling branch	Moderate	Teach and remind children of how to move around carrying and how to use loose parts safely. If necessary, promote the rule of no holding sticks above their 'tummy height'. Educators conduct safety sweep of area Educating children about gum trees dropping branches ANU horticultural workers survey trees on campus for potential danger		Low	Low-Benefits outweigh risk
		Object causing injury to eye	Moderate	When walking through environments, remind children to be aware of not allowing branches to swing back at others behind them. Teach and remind children of how to move around, carrying, and how to use loose parts safely. If necessary, promote the rule of no holding sticks above their 'tummy height'.		Low	Low-Benefits outweigh risk
		Heavy object dropped onto foot or causing lifting injury.	Moderate	When lifting heavier objects e.g. logs, teach children to always find a friend(s) to help with the		Low	Low-Benefits outweigh risk

				lift and encourage them to roll heavy object away from them.			
		Splinters	Moderate	Conduct a preliminary and regular check of loose part resources to ensure wood with clear splinter risks exposed are removed or sanded down.		Low	Low-Benefits outweigh risk
		Child ingesting small loose part	Moderate	Teach children the rule of 'No lick, no Pick', which means nothing at Forest School must go in my mouth and I should leave wildlife as I found it (unless picking a certain plant is part of a directed task).	"no picky no licky"	Low	Low-Benefits outweigh risk
Exploring and swimming in water sources such as lakes (Lake Burley Griffin)	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Allows access to the contents of the water source and is an essential component of exploring this habitat. • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Creative and imaginative play. • Multi-sensory development. 	Slips, trips and falls causing cuts, grazes and other injury	Moderate	Ongoing water safety discussions with children Additional educators for supervision		Low	Low-Benefits outweigh risk
		Drowning	High	Ongoing water safety discussions with children Additional educators for supervision Positioning of educators in and around water and communication between educators		Moderate	Moderate-Benefits outweigh risk
		Sunburn, heat stroke, heat exhaustion – over exposure to the elements	Moderate	Regular water breaks Multiple applications of sunscreen (waterproof) Basecamp mat set up in shade Ongoing discussions about sun safety Educators watching for symptoms SunSmart policy - clothing		Low	Low-Benefits outweigh risk

<p>Climbing trees</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Connection with nature. • Learning about local natural environment • Confidence through challenge. • Engage in sensory exploration. • Develop physical coordination and strength. • Develop spatial awareness • Develop physical literacy skills • Opportunity to plan for steps in process. • Fosters divergent thinking and problem solving skills. • Builds knowledge about trees – strength, flexibility, growth. • Opportunity for peer to peer learning. • Supports sense of agency as its provides opportunities for decision making. • Supports sense of achievement through small achievable tasks. • Builds resilience. • Builds life skills through authentic childhood skills 	<p>Injury from tree including; stick, branch, bark to eye or body.</p> <p>Splinters or graze from wood and bark</p> <p>Child falling on to ground, branch or object(s) and injury occurring</p> <p>A bite from spider, snake or insects inhabiting the tree.</p>	<p>Moderate</p>	<p>Active supervision by educators</p> <p>Educators to carry out safety check prior to session for broken branches etc.</p> <p>Educators to engage children in learning experiences through discussion and demonstration on how to climb trees. Tree climbing “steps” include;</p> <ul style="list-style-type: none"> • Check tree branches are appropriate size (thickness of arm or foot) • Check strength by testing – shake, weight bare • Focus on way they climbed up so they know how to get back down. <p>Children supported to be aware of spatial awareness when moving and climbing trees</p> <p>Ensure spaces under climbing trees are kept clear of loose part objects.</p> <p>Children supported to engage in dynamic risk assessment, checking safety of trees as they are climbing.</p>	<p>Low</p>	<p>Low-Benefits outweigh risk</p>
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	<ul style="list-style-type: none"> Exposure to microbes that improve immune systems. Receive Vitamin N supporting overall wellbeing. 					
<p>Public Places and People</p>	<ul style="list-style-type: none"> Connection with nature. Learning about local natural environment Building knowledge about local community Develops sense of belonging and connection to local area Supports sense of agency as it provides opportunities for decision making. Builds life skills through authentic childhood skills Receive Vitamin N supporting health and overall wellbeing. Fosters communication between peers and educators 	<p>People in public space behaving inappropriately-swearing, lewd acts, or aggression.</p> <p>Groups of people in public may impact supervision.</p> <p>Child lost, running away or being abducted leading to harm or fear.</p> <p>Child is bitten or injured by dog.</p>		<p>Safety activities carried out in weeks prior through books and learning experiences to build children’s skills and knowledge about being safe when out exploring – staying close to educators, in safe play zones. Safety awareness discussion about not approaching dogs, staying still and don’t pat. Educators to carry out daily safety check prior to session. Educators carry out head counts through regular intervals during the session. Active supervision by educators. Educators to take mobile phone with appropriate contact numbers Educators to do head count of children prior, regularly during and at end of session. When walking in public areas, group to stay on path, adult at front and at back of group with children in between. Boundaries set out by children and educators Educators will practice “1, 2, 3 basecamp” drills. Children supported to be safe out in public.</p>		

<p>Environmental elements and weather</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Connection with nature • Learning about the local natural environment • Confidence through challenge. • Engage in sensory exploration. • Develop physical coordination and strength and increases energy levels • Develop spatial awareness • Fosters divergent thinking and problem-solving skills. • Builds social skills, co-operation, teamwork, and collaborative play. • It supports a sense of agency as it provides opportunities for decision-making. • Supports a sense of achievement • Opportunity to engage in open-ended, creative, imaginative thinking and play. • Experience wonder through discovery • Engage in scientific inquiry-based play and discovery 	<p>Injury or harm from breaking or falling tree branches due to inclement weather such as high wind, thunderstorms or excessive wetness, dryness, or age</p> <p>Child hiding due to fear of storms etc.</p> <p>Injury or harm or being trapped at site due to extreme weather conditions such as bushfire or flooding.</p> <p>Sunburn or heat stroke due to heat exposure.</p> <p>Child feeling cold or wet during rainy weather.</p> <p>Bite or injury from wildlife, snakes and/or spiders that may move due to weather changes.</p>	<p>High</p>	<p>Safety activities carried out in weeks prior through books and learning experiences to build children’s skills and knowledge about being safe when out exploring – staying close to educators, in safe play zones. Educators to check BOM and record on safety check prior to session. Check for wind, UV, rain and warnings. Educators to check site and choose site suitable for season, i.e., hotter months sites with less walking and more shade will be utilised. Educators and children to wear suitable clothing, including spare clothing in child’s bag. Wet weather gear will be provided for children when required. Sunscreen will be applied prior to session and after 2 hours. Children and staff are encouraged to bring and wear sunglasses. Adequate water supplies will be taken on each session. Educators to take mobile phone with appropriate contact numbers and Emergency Apps installed. Educators will practice “1, 2, 3 basecamp” drills regularly. Educators will follow Emergency Procedures when incidents arise. Children supported to be safe out in public.</p>	<p>Moderate</p>	
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	<ul style="list-style-type: none"> • Supports invention, innovation, and creativity. • Builds resilience • Builds life skills through authentic childhood skills • Receive Vitamin N supporting health and overall wellbeing. • Fosters communication between peers and educators • Clears the mind and supports positive mental health and wellbeing. 			<p>All children and staff are required to be appropriately dressed for the time of year, as outlined on the Excursion Authorisation Form. Children may be required to bring a change of clothing. If this requirement is not met, the child will not be allowed to take part in the excursion.</p> <p>Staff will discuss with children the need to stay warm and dry. Staff will ensure children get regular breaks indoors to reduce exposure to the cold.</p>			
<p>National Museum visit and ANU walks</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Social interactions • Multi-sensory development • Engagement with community members • Becoming familiar with Australian history • Physical development 	Car related incident	Moderate	<p>Ongoing road safety conversations, activities and awareness</p> <p>Strict rules for walking near and crossing roads – walking tall, always standing.</p> <p>Children participate in checks for oncoming traffic</p>		Low	Low-Benefits outweigh risk
		Lost child	Moderate	<p>Supervision by educators</p> <p>Ongoing discussions with children about staying together in view of an educator. If a child becomes separated, stay where they are and call an educator.</p>		Low	Low-Benefits outweigh risk

Note:

- RBAs are regularly updated and expanded by educators and childrenr’s voices added as required.
- RBA’s for regular outings utilising the Heritage Minibus are available in the Safe Transportation of Children during Excursions Policy and Procedures.
- All RBAs and updates are available directly from the Director at any time.